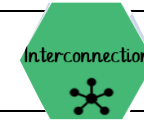




# St. Katharine's Primary School Geography Progression Pathway Year 1

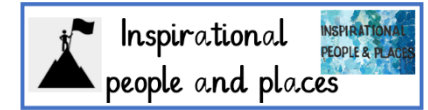
Enquiry question/ Concept

How does the weather affect our lives?



Flashback EY -

- Experienced different weather conditions when outside and the clothes they wear accordingly
- Observed and discussed how the weather changes during the day and four seasons
- Located the UK on a globe, world map and in an atlas



## Curriculum Content

## Skills

## Vocabulary

### Locational knowledge

- Name and locate the world's seven continents and five oceans

### Human and physical geography

- Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to key physical and human features

### Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

### 1: What is the weather?

**Identify and describe** the basic atmospheric elements of the weather  
**Observe, measure and record** the elements of daily weather by using a variety of simple instruments and devices  
**Present, describe and offer reasons** for some of the ways in which the weather has changed during the period of measurement (Fieldwork)

### 2. How does the weather change through the seasons of the year?

**Observe** how weather conditions change during the four seasons of the year and **offer reasons** for changes which occur (Fieldwork)

### 3. Why isn't the weather the same everywhere in the world?

**Observe and offer reasons** for the distribution of hot and cold places in the world  
**Explain** in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles

### 4. How can Antarctica be a desert when it's the coldest place on Earth?

Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences

### 5. Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar?

Hot,  
Cold  
Globe  
Weather  
Seasons  
Winter  
Spring  
Summer  
Autumn  
Equator  
Polar  
North Pole  
South Pole  
Expedition  
Adapt  
Desert  
Continent  
Environment  
Antarctica  
Sahara





# St. Katharine's Primary School Geography Progression Pathway Year 1

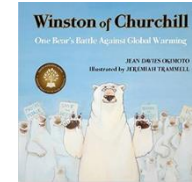
•Use simple fieldwork and observational skills to study key human and physical features of environments  
Locational and place knowledge

**Understand** why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and empathise with the emotions they would have felt as a result

## 6. Why is important to try to be more environmentally friendly?

**Describe** some of the effects of global warming on the ice and living things of the Arctic and Antarctic

**Identify and describe** examples of things people are already doing to reduce their 'carbon footprint'



## 7. How is global warming affecting the wildlife in the UK?

**Describe** some of the effects of global warming on living things in the United Kingdom

**Describe and suggest reasons** for some of the things that people are already doing to reduce their impact on global warming on the environment in the United Kingdom

### Challenge –

**Explain** why there are seasonal changes in weather

**Explain** the distribution of hot and cold places in the world

**Understand** why Antarctica and the Sahara are both classified as deserts

### Home learning opportunity –

Investigation of Amazon Basin which:

Locates the area on a labelled world map which identifies continents and oceans;

Describes typical daily weather;

Suggests reasons for why it's so hot and wet



**Inspirational people and places**

INSPIRATIONAL PEOPLE & PLACES

Captain Robert Scott and his friends

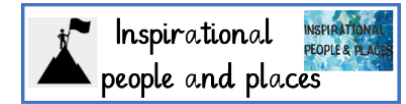




## Enquiry question/ Concept What is the Jurassic Coast?

### Flashback EY -

- Understood the difference between natural and human made features of the school grounds and local area
- Observed the school grounds and local area on Digimaps
- Gathered information from a map and drawn their own simple maps
- Observed the location the United Kingdom is on a world map and globe
- Learned that they live in the United Kingdom



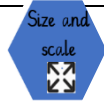
Curriculum Content	Skills	Vocabulary
<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>•use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> <p><b>Fieldwork and map skills</b></p> <ul style="list-style-type: none"> <li>•Use aerial photographs to recognise landmarks and basic human and physical features;</li> <li>•introduce simple compass directions and locational and directional language</li> </ul>	<p><b>1. Where is the Jurassic Coast?</b>  <b>Identify and locate</b> the four nations of the United Kingdom.  <b>Locate and describe</b> the location of the Jurassic Coast in relation to the rest of the UK.</p> <p><b>2. What is the difference between the seaside and the countryside.</b>  <b>Identify</b> the difference between the physical and human geographical features of the seaside, countryside and towns and cities  <b>Identify, describe and compare</b> physical and human features of the seaside, countryside and cities  <b>Describe</b> what the terms 'coast', 'rural' and 'urban' mean</p> <p><b>3. Why is the Jurassic Coast so unique in terms of coastal formations?</b>  <b>Observe and describe</b> a range of coastal features found along the Jurassic Coast.</p> <p><b>4. Why are the rocks along the Jurassic Coast different colours?</b>            Make a timeline to <b>sequence</b> the rock types from Triassic, Jurassic and Cretaceous eras.            To observe and describe the types of marine reptiles and dinosaurs associated with each time period found along the Jurassic Coast.</p> <p><b>5. What type of human and physical features might you find along the Jurassic Coast?</b>            Use an Ordnance Survey map to <b>identify, observe and describe</b> physical and human features of the coast.</p>	map, globe, beach, cliff, coast, forest, hill, mountain, sea, Jurassic Coast, World Heritage Site, fossil, cretaceous Triassic Dinosaurs Marine reptiles







# St. Katharine's Primary School Geography Progression Pathway Year 1



Enquiry question/ Concept

What is the geography of where I live?

Flashback

- The physical and human features of the coast and seaside areas
- The distinction between rural and urban environments
- Some of the negative impacts people can have on environments
- That the United Kingdom is one country of Europe
- What the environments of temperate, polar and tropical regions are like
- To observe, record, present and interpret information collected through fieldwork (Weather)



Curriculum Content

Skills

Vocabulary

**Locational and place knowledge**

Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

**Human and physical geography**

Use basic geographical vocabulary to refer to human and physical features

**Fieldwork and map skills**

Use world maps, atlases and globes to identify the UK and its countries

Use aerial photographs to recognise landmarks and basic human and physical features;

Introduce simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right],

Use simple fieldwork and observational skills to study the geography of their school and its

1. What is Geography all about? (short session during snack time)

**Identify and describe** physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments.

2. Where about in the United Kingdom do I live? (re-cap from Jurassic Coast)

**Identify and locate** where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe

3. What does Google Earth and Digimaps tell me about the geography of the local area?

Using Digimaps and Google Earth, **identify and observe** familiar physical and human geographical features of the immediate vicinity of their school. Label map Geographical features around my school.

4. What are the main land uses within my local area?

**Understand** that the many different uses of land **observed** in the local area can be grouped into a small number of categories

Using Digimaps, **identify, describe and offer reasons** for changes in land use they can observe and record in the local area of the school

5. How can we introduce people to the physical and human geography of our local area?

Landscape

City

Town

Village

Urban

Rural

Physical

features

Human

features

Environment

Landuse

Location

Residential

Public service

Economic

activity

Open space

Settlement





# St. Katharine's Primary School Geography Progression Pathway Year 1

grounds and the key human and physical features of its surrounding environment.

Through fieldwork **observe and record** in a variety of ways, significant examples of physical and human geographical features of the local area.

6. How can we introduce people to the physical and human geography of our local area? (follow-up from fieldwork)

**plot, describe and explain** a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features

### Challenge -

Use Google Earth Pro and Google Street View to describe and explain the similarities and differences in the land uses of their locality and those of the locality of other schools at different locations in the United Kingdom

### Homework opportunity -

Recognise, identify and locate the key human and physical geographical features of their own home area and offer reasons for any current changes in land use.



Celebrating our unique coastal location, making the most of our school setting.

