



Geography Core Curriculum  
Year 1

Unit	<i>What is the geography of where I live like?</i>	<i>How does the weather affect our lives?</i>	<i>Why don't penguins need to fly?</i>
<b>Previous Learning</b>	<ul style="list-style-type: none"><li>• Understood the difference between natural and human made features of the school grounds and local area. (Out and About FS)</li><li>• Located key features of the school grounds on an outline plan (Out and About FS)</li><li>• Observed the school grounds and local area on Google Earth Pro (Out and About FS)</li><li>• Gathered information from a map and drawn their own simple maps (Out and About FS)</li><li>• Observed the location the United Kingdom is on a world map and globe (A Place called Home FS)</li><li>• Learned that they live in the United Kingdom (Out and About FS)</li><li>• That the United Kingdom is one country of Europe (Out and About FS)</li></ul>	<ul style="list-style-type: none"><li>• Experienced different weather conditions when outside and the clothes they wear accordingly (A Place called Home FS)</li><li>• Observed and discussed how the weather changes during the day and four seasons (A Place called Home FS)</li><li>• Observed and discussed seasonal signs in the natural world Pro (Out and About FS)</li><li>• Located the UK on a globe, world map and in an atlas (A Place called Home FS)</li></ul>	<ul style="list-style-type: none"><li>• Observed and discussed how the weather changes during the day and four seasons Pro (Out and About FS)</li><li>• Located the UK on a globe, world map and in an atlas (Out and About FS)</li><li>• Know that continents are land and oceans water and that there are many countries in the world (Out and About FS)</li><li>• The location of hot and cold places in the world (Gateway to Geog FS)</li><li>• The location of North Pole and South Pole (Gateway to Geog FS)</li></ul>

<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>• The physical and human features of a range of significant geographical locations</li> <li>• The physical and human features of my locality</li> <li>• What the term 'land use' refers to</li> <li>• That the main types of land use are transport, residential, economic activity, public services, open space and agricultural</li> <li>• How to carry out fieldwork including the use of Google Earth Pro and Google Street View, to identify, describe and record the main types of land use in the locality of my school</li> <li>• Present the data I collect through fieldwork graphically and as a land use map</li> <li>• Suggest reasons to explain what my results show</li> <li>• Where I live in the United Kingdom in relation its four nations, largest cities and the European continent</li> <li>• Ways in which the environment of the local area has changed in the past and is changing now, and the possible reasons for this</li> <li>• How to plan and plot a geographical tour around the local area that includes its key physical and human features</li> </ul>	<ul style="list-style-type: none"> <li>• The names and location of the world's continents and oceans</li> <li>• The location of the Equator, North Pole and South Pole</li> <li>• The elements that make up the weather</li> <li>• Observe and measure elements of the weather using simple instruments</li> <li>• Record my results and display them graphically</li> <li>• How and why the weather changes in the UK during the four seasons</li> <li>• The location of hot and cold places in the world and how the weather varies in these places</li> <li>• Why temperatures decreases from the Equator towards the North and South Pole.</li> <li>• The features of the environments of Antarctica and the Sahara Desert</li> <li>• Why Antarctica and the Sahara are both deserts</li> </ul>	<ul style="list-style-type: none"> <li>• The distribution of polar, temperate and tropical regions of the world</li> <li>• The geographical features of Antarctica including its polar climate</li> <li>• How living things are adapted to survive in such an extreme environment</li> <li>• How the geographical features of the Sahara Desert compare with those of Antarctica</li> <li>• The location of Zambia in Africa and some of its physical and human features</li> <li>• Why Antarctica is a desert even though it is the coldest place on earth</li> <li>• The geographical features of the Arctic Ocean and the North Pole environments</li> <li>• How the Arctic and the North Pole is different from Antarctica and the South Pole</li> <li>• What a food chain is and the different parts of the food chain of a polar bear</li> <li>• Why polar bears are not found in Antarctica</li> <li>• How to use atlas maps and GIS to plan an expedition from Canada to Antarctica</li> <li>• Why penguins would not survive in tropical areas of the world.</li> </ul>
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<p><b>Disciplinary knowledge</b></p>	<p>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;</p> <p>Use a number of GIS layers of Google Earth to identify and observe familiar physical and human geographical features of the immediate vicinity of their school;</p> <p>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;</p> <p>Using a range of layers in Google Earth GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school;</p> <p>Understand that the many different uses of land observed in the local area can be grouped into a small number of categories;</p> <p>Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area;</p> <p>Use interactive online mapping to 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; 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;</p>	<p>Identify and describe the basic atmospheric elements of the weather;</p> <p>Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices;</p> <p>Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement;</p> <p>Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings;</p> <p>Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur;</p> <p>Recognise and describe how Vivaldi in his concerto The Four Seasons is able to create an evocative picture of changes in the weather from one season to another;</p> <p>Observe and offer reasons for the distribution of hot and cold places in the world;</p> <p>Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles;</p> <p>Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences;</p> <p>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;</p>	<p>Identify, recognise and describe the key geographical features of the Antarctic environment;</p> <p>Identify ways in which penguins are adapted to the Antarctic environment;</p> <p>Identify countries in Africa which lie within the Sahara Desert;</p> <p>Identify, recognise and describe the key geographical features of the Sahara Desert;</p> <p>Explain why Antarctica is a desert despite being the coldest place on Earth;</p> <p>Describe ways that the Arctic region and North Pole is similar to and different from (compare and contrast) Antarctica and the South Pole and offer reasons for such differences;</p> <p>Describe and explain the components of the food chain of an Emperor Penguin;</p> <p>Identify and describe 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica;</p> <p>Compare and contrast the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco);</p> <p>Explain the geographic reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica;</p> <p>Design and construct a simple model of a waterfall and use it to identify and describe some of its geographical features;</p> <p>Describe and offer reasons why an ostrich doesn't need to fly and explain how this is very similar to a penguin.</p>
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<p><b>Key Vocab</b></p>	<ul style="list-style-type: none"> <li>• <b>Landscape</b> everything that can be seen when looking at a particular place</li> <li>• <b>City</b> a place where many tens of thousands of people live and work very closely together alongside shops, offices and businesses</li> <li>• <b>Town</b> a place with lots of houses where people live and work that is smaller than a city</li> <li>• <b>Village</b> a place with a small number of houses for a few hundred people found in the countryside</li> <li>• <b>Hamlet</b> a very small place with just a collection of houses but no shops or other amenities</li> <li>• <b>Commercial</b> something involving making products or providing services to make money</li> <li>• <b>Retail</b> selling things directly to customers in shops</li> <li>• <b>Farm</b> an area of land used to grow crops or to rear animals</li> <li>• <b>Arable land</b> used for growing crops on farms</li> <li>• <b>Pastoral land</b> used to rear livestock on farms</li> <li>• <b>Service:</b> something that people buy but is not a physical product such as a holiday</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Island</b> an area of land surrounded by water</li> <li>• <b>Equator</b> an imaginary line drawn around the centre of the Earth</li> <li>• <b>North Pole</b> the point farthest north on planet Earth</li> <li>• <b>South Pole</b> the point farthest south on planet Earth</li> <li>• <b>Adaptation</b> how living things are particularly suited to the environment in which they live</li> <li>• <b>Expedition</b> a journey undertaken by a group of people to explore a particular place</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Adaptation</b> how living things are particularly suited to the environment in which they live</li> <li>• <b>Expedition</b> a journey undertaken by a group of people to explore a particular place</li> <li>• <b>Equator</b> an imaginary line drawn around the centre of the Earth</li> <li>• <b>North Pole</b> the point farthest north on planet Earth</li> <li>• <b>South Pole</b> the point farthest south on planet Earth</li> <li>• <b>Polar places</b> where the weather is almost always very cold and dry</li> <li>• <b>Tropical places</b> where the weather is almost always hot and wet</li> <li>• <b>Temperate places</b> where the weather is mostly mild (no extremes) and damp</li> <li>• <b>Habitat</b> the natural home of a living thing such as a plant or animal</li> <li>• <b>Predator</b> an animal that hunts and kills other living things for food</li> <li>• <b>River</b> a moving stream of water that flows from high ground to the sea</li> <li>• <b>Valley</b> a saucer shaped hollow of land through which a river flows</li> <li>• <b>Coastline</b> the boundary between the land and seas and oceans</li> <li>• <b>Ice sheet</b> a thick layer of ice covering a large area of land Ice berg a large piece of ice that breaks off from an ice sheet and is carried out to sea</li> <li>• <b>Waterfall</b> a place where a river flows over a steep drop</li> </ul>
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