

Geography Curriculum September – KS1

	Year 1
To investigate places	<ul style="list-style-type: none"> <li>• I am beginning to ask geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• I can describe some key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• I am beginning to use maps, atlases and globes to identify the United Kingdom.</li> <li>• I can use simple fieldwork and observational skills to study the geography of the school.</li> <li>• I am beginning to use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• I am beginning to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>
To investigate Patterns	<ul style="list-style-type: none"> <li>• I am beginning to describe geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>• I can identify seasonal and daily weather patterns in the United Kingdom.</li> <li>• I am beginning to describe land use around the school.</li> </ul>
To communicate geographically	<p>I am beginning to use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> </ul>

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	Year 2
To investigate places	<ul style="list-style-type: none"> <li>I can ask and answer geographical questions using information and my own observations.</li> </ul> <p>(such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> <li>I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>I can use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>I am able to use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>I am able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>I can name and locate the world's continents and oceans.</li> </ul>
To investigate patterns	<ul style="list-style-type: none"> <li>I can describe and understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>I can identify seasonal and daily 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.</li> <li>I can identify land use around the school.</li> </ul>
To communicate geographically	<p>I use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li><b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li><b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>