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| **Year 1 Curriculum** | | | | | | | |
| **Autumn** | | **Spring** | | | **Summer** | |  |
| **Time box**  **- History** | **Around our school - geography** | **Bright Lights Big Cities - geography** | | **The Great Fire of London - History** | **Florence Nightingale - History** | **Our wonderful world - Geography** | |
| **Geography Objectives** | | **Key knowledge** | **Core Vocabulary** | | **POP tasks** | **Links to Curriculum Drivers** | **Resources/ planning** |
| **Throughout the year – (link to Science)**  **Seasonal Changes:**  **Investigate patterns**   * Describe seasonal weather changes | | Name the 4 seasons in order.  Know which is the hottest and coldest season in the UK  Name and recognise main weather symbols. | seasons, autumn, winter, spring, summer, weather, daylight, months of the year | | **Basic:** Describe how day length varies in each season.  **Advancing:** Compare and contrast weather and day length across the four seasons.  **Deep:** Plan some activities that would be suited to each season. | **Possibilities –** weather forecasting  Jim Cantore | **Twinkl** |
| **Autumn**  **Around our school**  **Investigate places**   * Ask simple geographical questions e.g. What is it like to live in this place? * Use simple observational skills to study the geography of the school and its grounds. * Use simple maps of the local area e.g. large scale print, pictorial etc. * Know about some present changes that are happening in the local environment e.g at school. * Suggest ideas for improving the school environment.   **Investigate patterns**   * Begin to talk about the land use around the school.   **Communicate geographically**   * Use simple compass directions (North, South, East and West) * Make simple maps and plans e.g. pictorial place in a story. | | Know which is N, E, S and w on a compass.  Know that an aerial photograph is taken from the air.  Know how the land is used around the school. | Local area, plan, map, aerial view, place, land use, Compass, North, South, East and West | | Create a picture map of the school to help Reception children find their way around. | **Community –** looking after our school | **Twinkl** |
| **Spring**  **Bright lights big city**  **Investigate places**   * Ask simple geographical questions e.g. What is it like to live in this place? * Begin to use atlases to identify the United Kingdom and its countries. * Use simple maps of the local area e.g. large scale print, pictorial etc. * Understand how some places are linked to other places e.g. roads, trains. * Name, describe and compare familiar places. * Link their homes with other places in their local community. * Name, locate the four countries and capital cities of the united Kingdom   **Communicate geographically**   * Begin to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather. * Begin to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. * Use locational language (e.g. near and far, left and right) to describe the location of features and routes. | | Know the names of the four countries that make up the UK  Know the difference between city, town and village.  Know the names of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. | Atlas, map, aerial photograph, United Kingdom, England, Scotland, wales, Northern Ireland, capital city, Belfast, Cardiff, Edinburgh, London,  Human features – city, town, village, factory, farm, house, office, shop, skyscraper, road, railway  Physical features – river, soil, | | Create a brochure about why people should visit London. | **Possibilities –tourism, architect**  **Christopher Wren** | **Oddizzi** |
| **Summer**  **Our Wonderful world**  **Investigate places**   * Begin to use world maps, atlases and globes to identify the continents and oceans. * Name and locate the world’s seven continents and five oceans.   **Investigate patterns**   * Describe seasonal weather changes and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.   **Communicate geographically**   * Begin to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather. * Begin to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. * Use locational language (e.g. near and far, left and right) to describe the location of features and routes. | | Know the names of and locate the seven continents of the world.  Know the names of and locate the five oceans of the world.  Know where the equator, North Pole and South Pole are on a globe.  Know features of hot and cold places in the world. | Atlas, globe, continent, Europe, Asia, Africa, Antarctica, North America, South America, Australasia, oceans, Atlantic, Pacific, Indian, Southern, Arctic, human, physical, hot, cold, equator, North and South poles | | **Write a descriptive postcard about a continent.**  **Climate change around the world focus – newspaper report** | **Community - looking after our world - recycling**  **Michael Palin** | **Oddizzi**  **Whales Tale** |