

**Federation Schemes of Work 2014  
GEOGRAPHY**

**YEAR GROUP: 1**

<b>Y1 children will learn :</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>The following skills show expectations for Y1 in</b></p> <ul style="list-style-type: none"> <li>• <b>Locational Knowledge</b></li> <li>• <b>Place Knowledge</b></li> <li>• <b>Human and Physical Geography</b></li> <li>• <b>Geographical Skills and Feld work</b></li> </ul> <p><b>Compare UK to a non-European Society</b></p>			
To ask a simple question about a place that they have or are to visit Eg perhaps before the termly visit out.			
To ask each other questions to each other Eg at carpet time about places they have visited or people they have met			
To use geographical vocab such as beach cliff coast hill, mountains, rivers , seas .oceans valley season weather			
To use geographical vocab such as city town village factory farm house office port harbor shop.			
To make sketches of school buildings and other buildings in the local environment			
To look at objects from a range of viewpoints and talk about what they see and make sketches To begin to recognize an aerial photograph and what they can see and identify.			
To record what they see in a range of ways – words pictures, charts, bar charts- make links to Maths			
To use their 5 senses to describe weather and temperature			
To explore and make observations about the equipment used to measure the weather- rain gauge thermometers. Teacher to model and demonstrate how they are used and what info they give us.			
To know what a country is and an ocean.			
To make simple maps of their classroom from a birds eye view for a purpose and know what a key is.			
To recognise a map of the UK and to locate Wigan independently.			
To locate the UK on a world map and their place of birth if not the UK.			
To know what type of book to look in to find out about places and people. Non-fiction- reference			
To begin to express a view about a building or feature saying what they like /dislike			
To discuss how to keep safe when on fieldwork outside of the classroom. Create own risk assessments.			
To know and use simple compass directions N S E W and directional language near far left right			

To list the features of a place visited.			
To describe a place in terms of the land features Eg seaside, countryside, town or city. To use their visual memory to describe a place.			
To make use of their own family members when learning about jobs			
To talk about local weather in simple terms Eg hot windy rainy			
To locate different parts of the classroom- creative, carpet, wet, reading, role play.			
To be able to describe the similarities and differences between their classroom and that of another teacher.			
To describe the school in simple terms and how the land is used around it.			
To talk about the different people who work in our school and what their roles are in the different areas of school			
That Shevington is in England			
That London is the capital of England and it is a capital city.			
To be aware that other places exist outside of Shevington			
To make simple comparisons with another place, locality that is different to Shevington eg Southport (by the sea has a beach)			
To be made aware why things are located where they are Eg zig zag lines outside school gates			
To know what weather is like and how it changes through the year in the UK- name the seasons			
To use simple vocab to describe changes Eg It is raining heavier so the playground will get wetter.			
To note if changes happen on the way to school or on a locality walk- Eg a new building may be started or knocked down			
To find out from asking people why a change is taking place. in the school building or grounds.			

Fieldwork :

- In a different area of school building
- In the school grounds
- In Shevington
- On a school visit
- Using role play