

Geography programmes of study: Key Stage 1

Purpose of study

A high-quality geography education inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Subject content

Key stage 1

Pupils develop knowledge about the world and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils are taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans (Y2)
- name, locate and identify Copenhagen as the capital city of Denmark and name and locate the child's own country of origin on a map of the world. (Y1)

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of Copenhagen, and of a small area in a contrasting non-European country; countries of Africa (Y1) and Mexico (Y2). Toys from other cultures are studied in conjunction with the History of Toys topic (Y1).

Human and physical geography

- identify seasonal and daily weather patterns in Denmark and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; This is studied in conjunction with the topic on Explorers, including Scott of Antarctic (Y1).
- 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 (Y2)
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (Y2)

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the countries children come from, as well as the countries, continents and oceans studied at this key stage (Y1, Y2)
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (Y2)
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; This is studied in conjunction with the topic on Summer Holidays (Y2).
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. This is studied in conjunction with the Science topic on Plants/work on the School Primary Garden (Y1, Y2)