



St Breward Primary School History curriculum KS1

In our geography curriculum, children are given a wide range of opportunities to gain knowledge about the world, United Kingdom and our local area of St Breward. They will listen, speak and learn vocabulary which relates to human and physical geography and gain experience in using geographical skills.

KS1 Geography Curriculum:						
Enquiry Question, theme, & concept	Subsidiary enquiry questions	Key vocab (not exhaustive)	Contextual World Knowledge (know what & where)	Geographical Understanding (know how and why)	Geographical enquiry and skills (know how to)	Rationale
Autumn Term Where in the World am I? Locality – my place in space Interaction	1. Where am I now? (School focus – features of school). Map of school grounds. 2. What type of place do I live in? 3. Where do I live? Walk around local area. 4. What is my local area like?	Hill, sea, coast, Beach, cliff, river, valley, City, town, village, factory, farm, house, office, port, harbour, shop	Location of school and home (space) Type of settlement Human and physical features of local area	Begin to understand that some features in their local area are man-made and others occur in nature	Sketch map/map of school grounds with symbols Map skills to locate where they live, Devon, UK on a map Photograph interpretation – features Map symbols (child led)	In geography, children need to develop an appreciation of their own locality before they are introduced to less familiar places. In this unit we focus on the core disciplinary concepts to begin to introduce the idea of the physical location of a place, what it is like there, and how big it is/how far away it is.

	<p>5. What features can I identify on a map?</p> <p>6. How can we use a map to show what our local area is like?</p>				<p>Fieldwork – local walk – land use/identifying features</p> <p>Directional language – near to/far from</p>	<p>This unit is context dependent – i.e. Plympton location will begin to introduce the concept of being part of a big city, whereas Holbeton will develop awareness that their small village is far from a big city.</p>
<p>Spring Term</p> <p>What is the weather like where we live?</p> <p>How does the geography of X compare to where I live?</p> <p>e.g. Hawaii</p> <p>Non-European place (small area)</p> <p>Weather, Diversity and change</p>	<p>1.What are the different types of weather?</p> <p>2. What type of weather do we get?</p> <p>3. How does the daily weather change? (weather diary and FW)</p> <p>4. How does weather affect our daily lives?</p> <p>5. How does our weather change over time? (Seasons)</p> <p>6. What weather don't we get? (Latitude)</p> <p>1.Where in the world is Hawaii?</p> <p>2. What is the climate like in Hawaii and how does</p>	<p>North pole, south pole, equator, seasons, weather, Continent, country, ocean, sea, weather, beach, cliff, coast, port, harbour, city, town, hill, mountain,</p>	<p>Types of weather</p> <p>Significant places on the World map (equator, poles)</p> <p>Location of the UK</p> <p>Human and physical features</p> <p>Climate of the place</p> <p>Landscape/land use</p>	<p>Why we get the weather we do (latitude), i.e. we don't experience extreme weather (hot/cold) due to our location in the world</p> <p>Patterns of weather (seasons)</p> <p>How and why is it similar and different to our local area:</p>	<p>Weather diary</p> <p>Fieldwork – weather</p> <p>Weather symbols</p> <p>Map of the world – latitude</p> <p>Map of UK - rainfall map</p> <p>Weather report</p> <p>Maps to locate (different scales)</p> <p>CLOCC</p> <p>MPIS</p> <p>Photos to compare</p> <p>Climate data</p>	<p>Before moving to the wider context of the UK in the next unit, we introduce children to something else they experience everyday (familiar) – weather. This is the first thematic unit but can build on locational knowledge through the theme.</p> <p>Knowledge of seasons from EYFS can be retrieved and secured with an introduction to our location (latitude) so children can develop their understanding of our place in the wider world.</p>

	<p>this affect people/animals?</p> <p>3. How is land used in Hawaii?</p> <p>4. What is life like in Hawaii?</p> <p>5. How is X within Hawaii similar and different to X within Devon?</p> <p>6. How is Hawaii similar and different to our part of Devon?</p>			<p>Human and physical reasons – location, climate, population</p>	<p>Written answer to enquiry question</p> <p>Be able to describe similarities and differences to our part of Devon using photos and maps</p> <p>Locate Hawaii on a map (different scales)</p> <p>Exposure to map symbols</p>	<p>You need your own clear rationale for the place you choose here. It can be because it doesn't feature in KS2, or because it does and you want it to form a basis to build upon, or because it has links to other subjects,. It could also be because you want to widen their cultural capital but it also may be because they have some existing knowledge of a place to build upon. This is a small area of a Non-European country so consider scale carefully, i.e. Hawaii is a state but you can study the island of Honolulu. You wouldn't study a whole country e.g. Kenya.</p>
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<p>Summer 1</p> <p>How similar and different is England to our neighbours in the UK?</p> <p>UK</p> <p>Diversity</p>	<p>1. What are the four countries of the UK? 2. What are the capital cities? (Scale) 3. What are the human and physical features of England? 4. What are the human and physical features of Northern Ireland? 5. What are the human and physical features of Wales? 6. What are the human and physical features of Scotland?</p>	<p>Countries and capitals, rivers, mountains, city, countryside, major landmarks (mountains, capital cities, forests), seas</p>	<p>For each country, focus on 2-3 key themes within each country.</p>	<p>Understand we live on an Island (part of the British Isles)</p> <p>Understand the 4 countries of the UK</p>	<p>My Place in Space</p> <p>Political and Physical maps to locate countries (show an example)</p> <p>Compass points</p> <p>Directional language</p> <p>Photo interpretation</p>	<p>Building on unit 1, children continue to develop their understanding of scale in this unit. Types of settlement can be introduced here when developing an understanding of what a capital city is. We actively try to avoid stereotypical cultural references of the countries in the UK. In this unit children are exposed to a range of map types and scales to continue to develop their locational knowledge. Human and physical features are used to reinforce and make links to capital cities.</p>
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