






Knowledge and Skill	Building on prior knowledge generated in EYFS by the end of KS1 we will....	Concept Lens
<p><b>Locational Knowledge</b></p> 	<ul style="list-style-type: none"> <li>• Understand the UK is an island and is surrounded by the sea.</li> <li>• Name some of the surrounding seas of the UK.</li> <li>• Name and locate the 4 countries of the UK and their capital cities.</li> <li>• Talk about the main features of one of the four countries that make up the UK.</li> <li>• Name, locate and identify the main characteristics (physical and human) of the four countries and capital cities of the UK</li> <li>• Be able to identify and locate the coldest places on Earth – North and South pole and the hottest places on Earth – the equator. Begin to form an understanding of what the equator is.</li> </ul>	<p>Place Space</p>
<p><b>Place Knowledge</b></p> 	<ul style="list-style-type: none"> <li>• Identify some of the key features of a location and whether it is a city, town, village, coastal, urban or rural area.</li> <li>• Compare their local area with a contrasting local area in a non-European Country (Costa Rica)</li> <li>• Name and describe key landmarks and geographical areas of interests from the area being studied e.g. Sahara Desert, Congo rainforest, Mount Kilimanjaro, pyramids etc.</li> <li>• Use geographical vocabulary when describing places in Africa e.g. dry, hot, desert, rainforest, coast etc.</li> <li>• Name and describe a range of environments in the area being studied e.g. rainforest, desert, grasslands etc. What weather would you expect to see here? What animals might you see?</li> </ul>	<p>Place Space Scale Environment Interconnections</p>
<p><b>Human &amp; Physical Geography</b></p> 	<ul style="list-style-type: none"> <li>• Identify human and physical features of their local area and make comparisons with other places studied (Costa Rica, Africa)</li> <li>• Identify how the land is used around the local area and compare and contrast how the use of land differs in each locality studied.</li> <li>• Identify the physical and human features such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features on maps of the wider local area and country (Milton / Shipton-under-Wychwood with Africa, Costa Rica).</li> <li>• Describe a range of weather conditions that are common in the UK. Begin to expand on basic knowledge/vocabulary learnt in Foundation Stage by using a range of words to describe the severity of one weather type.</li> <li>• Explain the impact of different weather conditions or precautions that need to be taken</li> <li>• Compare daily weather patterns with areas being studied and make predictions about where the hottest places in the world are. Make other predictions about weather in other places using knowledge learnt.</li> </ul>	<p>Place Space Scale Environment Interconnections</p>

<p><b>Mapping skills</b></p>  <p><b>Direction / Location</b> <b>Drawing Maps</b> <b>Representation</b> <b>Using Maps</b> <b>Scale / Distance</b> <b>Perspective</b> <b>Map Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Use atlases and globes with increasing confidence.</li> <li>• Name and locate the coldest places on Earth – North and South Pole and the hottest – Equator.</li> <li>• Locate and name the UK on a larger scale map. Locate and name on a UK map the capital cities e.g. London, Cardiff begin to recognise / locate countries studied on maps.</li> <li>• Understand simple maps and simple map keys / symbols.</li> <li>• Create simple maps of well-known areas, complete with own keys and symbols.</li> <li>• Create a map using an aerial view.</li> <li>• Create set of directions for others to follow.</li> <li>• Understand at a basic level, grid referencing and how to locate key points on a map using this.</li> <li>• Follow a route on a map.</li> <li>• Make observations and enquiries when looking at local area on a map e.g. what do you notice? Rivers, the grid, roads etc.</li> <li>• Use positional language up, down, left, right, north, south, east and west in relation to mapwork, follow directions and read maps using this vocabulary.</li> <li>• Understand at a simple level how to use a compass / what it looks like.</li> </ul>	
<p><b>Fieldwork</b></p>  <p><b>Gathering Information</b> <b>Sketching / Drawing</b> <b>Collecting audio / visual information</b> <b>Measuring</b> <b>Representing information</b></p>	<ul style="list-style-type: none"> <li>• Gather information using a range of methods (counting, tally, pictures, etc) say with support why they might use a certain method over another,</li> <li>• Investigate the local area – record observations through taking photos and making audio recordings.</li> <li>• Investigate an environmental issue linked to the local area.</li> <li>• Draw / sketch observations when collecting information, add colour, texture and detail to prepared field sketches.</li> <li>• Add labels to correct features.</li> <li>• Display information gathered through appropriate graphs – tally, pictogram.</li> <li>• Get children to share their findings through discussions.</li> </ul>	