



KS1 Markland Hill Geography Curriculum – YEAR A

Autumn		Spring		Summer	
The intention of the Geography Curriculum at Markland Hill Primary School is to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.					
Fieldwork		Locational Knowledge		Human/Physical	
Place Knowledge					
My Local Area (Oddizzi) Substantive Knowledge (NC objectives): - Develop knowledge of the human and physical geography of a small area of the United Kingdom - 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 - 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. END POINTS (Disciplinary Knowledge) - I can describe the		Continents and Oceans (Oddizzi) Substantive Knowledge (NC objectives): - Name and locate the world's seven continents and five oceans. - Use world maps, atlases and globes to identify the continents and oceans - Use simple compass directions and locational and directional language to describe the location of features and routes on a map. - 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. - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		Weather and Seasons (Oddizzi) Substantive Knowledge (NC objectives): - Identify seasonal and daily weather patterns in the UK - Use simple fieldwork and observational skills in their school, its grounds and surroundings. END POINTS (Disciplinary Knowledge) - Order the months of the year and recognise seasons. - Spot the differences between the seasons. - Find clues to decide which season we are in (Fieldwork) - Identify the types of weather we have in the United Kingdom and record the daily weather in our area - To explore how the weather affects different jobs. Key Vocabulary: time, month, season, order, autumn, winter, spring, summer, weather,	

places that I go often and rarely, and what I see on the way to school. (Street/House names and their origin, photos – what evidence of human/physical geography are there?) • I understand what is near to school, far away from school and have a sense of place. (What communities do I belong to and how do they link?) • I can use and understand a simple plan of the classroom • I can understand and use a local area map (Linear mapping) • I can identify landmarks in our local area (enquiry around a specific landmark) Fieldwork Enquiry – What can I see on my way to school? Take the children on a local walk to and from a street/area where a lot of children live. Create journey sticks discussing what could be used to represent different human and physical features and why Key Vocabulary: often, rarely, pub, newsagent, church, bus stop, car		END POINTS (Disciplinary Knowledge) • To understand where I am in the world. • Locate on a map the seven continents. • Locate on a map the oceans that link the continents. • Describe where different continents are located. • Spot the physical and human features of a continent. Key Vocabulary: map, ocean, world, continent, North, South, East, West, location, physical, human, features		clothing, suitable, unsuitable, lightning, snow, rain, sun, fog, wind, temperature, job, affect, positive, negative	
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park, reservoir,
playground, school,
near, far, map, plan,
above, aerial, bird's-
eye view

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