

## Geography KS1

Throughout the year the children will cover a variety of aspects of the geography curriculum using enquiry-based skills in order to recognise, identify, describe, observe, reason, recall and begin to explain in simple terms the interaction of people with their environments.

Children will:

- 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.

### Autumn 1 Down on the farm

Why does it matter where my food comes from?  
Through this enquiry the children will learn:

- What a farm is and what happens on a dairy farm
- How milk is used as a raw material of dairy products
- The physical and human features of the rural and urban landscapes of Devon in the UK
- Why the weather in Devon makes it an ideal place for dairy farming
- How weather conditions in Devon compare with those of the UK as a whole
- What trade is and what importing and exporting means
- The most popular fruits consumed in the UK and where in the world they are produced
- The stages of growing bananas and exporting them to the UK
- How sugar is refined from sugar beet
- Some of the benefits of buying food locally
- The different meat produced by animals in Britain
- What 'free range' means

**Spring 1**  
**People who help**  
**us**

**Why do we love being by the seaside so much?**

**Through this enquiry the children will learn:**

- The difference between the physical and human geographical features of the seaside, countryside and towns and cities
- The distinction between the concepts of 'coast', 'rural' and 'urban'
- A range of different physical features of coastlines
- What is meant by the terms 'high tide' and 'low tide'
- Why the seaside is such an attractive place for people to visit
- Why it is important that seaside environments are conserved
- That there are many different habitats at the seaside
- How creatures at the seaside are adapted to their environment
- Different ways in which people can impact negatively on or pollute seaside environments
- The location of the seven continents and five oceans of the world together with the North Pole, South Pole and Equator
- That continents are divided up into countries and that the United Kingdom and Spain are located in Europe
- The four countries and capital cities of the United Kingdom and its surrounding seas
- How traditional seaside holidays in the United Kingdom have changed within living memory

**Summer 2**  
**Explorers**

**Why don't penguins need to fly?**

**Through this enquiry the children will learn:**

- The geographical features of Antarctica including its polar climate
- How living things are adapted to survive in such an extreme environment
- How the geographical features of the Sahara Desert compare with those of Antarctica
- The location of Zambia in Africa
- Why Antarctica is a desert even though it is the coldest place on earth
- The geographical features of the Arctic Ocean and the North Pole environment
- How the Arctic and the North Pole is geographically different from Antarctica and the South Pole
- What a food chain is and identify and describe the main elements in the food chain of a polar bear
- Why polar bears are not found in Antarctica
- How to use atlas maps and GIS to plan an expedition from Canada to Antarctica
- Why penguins would not survive in tropical areas of the world