



St Cuthbert's Learning Organiser: Geography

KS1 2023-2024

A Thompson



Autumn	Spring	Summer
<p>Where in the World are We?</p> <p><u>Skills</u></p> <ul style="list-style-type: none">* Identify, locate, compare and contrast the 4 countries that make up the United Kingdom using digital images and maps.* Identify, locate, compare and contrast the 7 continents on Planet Earth using a world map.* Describe and explain differences between the capital cities of the UK using digital images and maps.* Compare characteristics of different continents using a globe.* Identify, locate, compare and contrast the 5 oceans on Planet Earth on a map.* Make simple comparisons between a country in Europe and a country out with using digital images to help.* Highlight key features of 7 continents and 5 oceans of the world. <p><u>Knowledge</u></p> <p>This enquiry is designed to enable pupils to gain an understanding of the physical and human geographical features of the UK, Europe and the continents and oceans of the world. Within this topic, children can begin to compare the characteristics of different continents, oceans and even cities within and out with Europe. It enables children to gain knowledge about where they live in relation to the world and allow them to make comparisons between their lives in Europe contrasted with others in other continents. This topic also allows children to work closely with world maps and gain knowledge of directional and locational language. The children will gain a closer understanding of the UK and a whole as well as it broken down into the four countries and allows them to ask questions regarding this.</p> <p><u>Reasoning & Progression</u></p> <p>The enquiry extends the study that pupils made at Early Years of where do we live? Extending the learning from not just from our local area but expanding the children's knowledge of our country and our world. It enables them to study the main geographical features of the world before focusing in on Europe and the UK. For some of the children they may not have ventured out with their local area ever, this will allow them to build knowledge about the outside world and perhaps be inspired to travel and explore in the future. By looking at continents and oceans we are allowing the children to learn about human and physical aspects of geography providing learning on places, people, natural and</p>	<p>Why don't penguins need to fly?</p> <p><u>Skills</u></p> <ul style="list-style-type: none">* Identify, recognise and describe the key geographical features of the Antarctic environment;* Identify ways in which penguins are adapted to the Antarctic environment;* Identify countries in Africa which lie within the Sahara Desert;* Identify, recognise and describe the key geographical features of the Sahara Desert;* Identify and describe 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica;* Compare and contrast the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco).* Design and construct a simple model of a waterfall and use it to identify and describe some of its geographical features;* Describe and offer reasons why an ostrich doesn't need to fly and explain how this is very similar to a penguin. <p><u>Knowledge</u></p> <p>This enquiry introduces young geographers to the concept of biomes and natural regions which they will study in greater depth at a later stage. It enables them to understand the importance of location in relation to the Equator and poles in determining weather and climate, which in turn have such an influence on shaping the natural geographical features of environments. Pupils will come to understand the distribution of hot and cold places in the world and how living things have to adapt to survive in such places – the more extreme the environment, the more specialised the adaptation. By comparing a number of environments, pupils are able to identify and describe similarities and differences between places in the world and offer reasons for why such differences exist. The fundamental geographical concepts of place, space, location, distribution, scale and environmental interaction underpin the enquiry.</p> <p><u>Reasoning and Progression</u></p> <p>This enquiry links heavily with previous topics that focus on the 7 continents and 5 oceans. It also draws upon weather and climate which is covered during EY and KS2. The national curriculum for geography aims to ensure that all pupils develop contextual knowledge of the location of globally significant places, such as Antarctica, both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for</p>	<p>Why does it matter where my food comes from?</p> <p><u>Skills</u></p> <ul style="list-style-type: none">* Recognise that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced;* Identify, describe and offer reasons for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of dairy products;* Identify, locate and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its towns and cities;* Offer reasons and begin to explain why the weather in Devon makes it a good place for dairy farming;* Compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole using digital photos and data.* Describe how cheese is manufactured on one Devon farm and how it is exported;* Locate Costa Rica on a map and explain why it is a good location for farmers to grow bananas.* Highlight where the equator is on a map and explain how this affects growth of bananas.* Identify and describe how sugar is refined from sugar beet on British farms;* Describe and explain some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers; <p><u>Knowledge</u></p> <p>This investigation enables pupils to explore a number of key geographical concepts such as location and distribution as well as establishing a clear grasp, in simple terms, of fundamental geographical processes including economic activity and trade. The enquiry therefore is not just about pupils knowing 'where' their food comes from but also – and equally importantly – it's about enabling pupils to understand 'why' it's important to know. To this end pupils have opportunities to begin to understand and reflect upon, in basic terms, why locally sourced food and free-range production regimes are considered environmentally friendly and sustainable.</p> <p><u>Reasoning and Progression</u></p> <p>Nearly three-quarters of the land area of the United Kingdom is classified as farmland and this enquiry aims to provide an</p>

<p>human environment as stated as a requirement in The National Curriculum.</p> <p><u>Cross Curricular Links</u></p> <p>Science</p> <p>Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise a variety of requirements a living thing needs to survive and explain why. • Identify that animals, including humans, need the right living conditions including climate and resources. • Identify some different types of animals including mammals that live in different oceanic conditions. <p>Geography</p> <p>Habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in based on where they live in the world. • Explore, identify and name a variety of habitats based on weather and climate. • Recognise that environments can change and that this can sometimes pose dangers to habitats and the animals that live there. • Recognise the characteristics that are required to create a habitat for a living thing. <p><u>Cultural Capital</u> Fieldwork in local area</p>	<p>understanding the actions of processes. To ensure children understand the processes that give rise to key physical and human geographical features of the world like the polar regions, how these are interdependent and how they bring about spatial variation and change over time.</p> <p><u>Cross Curricular Links</u></p> <p>Science</p> <p>Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. <p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <p>Design and Technology When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). • Select from and use a wide range of materials and components, including construction materials. • Explore and evaluate a range of existing products. 	<p>introduction to farming and farms for younger geographers. This is built upon and extended in enquiries at Key Stage 2. The central paradigm of geography is the investigation of how people interact and are interdependent with the environments that surround them (be they rural or urban). Investigating farming is an important way of illustrating this with younger pupils.</p> <p><u>Cross Curricular Links</u></p> <p>Science</p> <p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. <p>Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring that grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Seasonal change Pupils should be taught to:</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. <p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Design and Technology</p> <p>Cooking and nutrition</p>
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