



# St Cuthbert's Learning Organiser: Geography

## KS1 2024-2025

### A Thompson



Autumn	Spring	Summer
<p><b>How does weather affect our lives?</b></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.</li> <li>Use basic geographical vocabulary to refer to key physical and human features.</li> <li>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Use simple fieldwork and observational skills to study key human and physical features of environments.</li> </ul> <p><u>Knowledge</u></p> <p>This enquiry provides an opportunity for pupils to understand the concept of weather (the very changeable conditions of the atmosphere at any given moment of time) and to form a solid foundation for studying climate (the average weather conditions of a place over an extended period of time – usually at least 30 years) in different contexts later in the programme. Pupils are encouraged from the outset to investigate how weather affects them as individuals on a daily and seasonal basis. They should also explore how weather affects people in other locations around the world.</p> <p>From local weather recordings, presentation and interpretation the pupils can expand their investigations of weather to identify and explain the distribution of hot and cold places in the world. In addition they are able to consider the concept of seasonality in weather and to connect this to how both artists and composers endeavour to convey how the elements of weather change during a typical year. This investigation also provides an opportunity to study in detail the weather conditions in two specific places (Sahara Desert and Antarctica).</p> <p><u>Reasoning &amp; Progression</u></p>	<p><b>Why do we love being by the sea so much?</b></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.</li> <li>Use basic geographical vocabulary to refer to key physical and human features.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.</li> <li>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Use simple fieldwork and observational skills to study key human and physical features of environments.</li> </ul> <p><u>Knowledge</u></p> <p>The primary objective of this enquiry is to enable pupils, as young geographers, to identify and begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of 'coasts'. Through the investigation they become able to distinguish between common coastal land uses and those that frequently occur in rural or urban environments. Pupils can come to understand that the seaside is only one example of the many different places around the world, where the land meets the sea.</p> <p>Geography is distinguished from all other subject disciplines by its unique focus on understanding the inter-relationship of people with their environments at both local and global levels. Since many young people will share direct experience of the seaside (or this can be arranged by schools through fieldwork visits), such an environment is an ideal place to exemplify the very essence of geography and establish a range of key concepts that will run throughout the topic.</p> <p><u>Reasoning and Progression</u></p> <p>The enquiry extends the study that pupils made at Early Years of</p>	<p><b>How can we persuade people to join us in tackling the causes of global warming?</b></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use basic geographical vocabulary to refer to key physical and human features</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this stage</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul> <p><u>Knowledge</u></p> <p>Children will learn how to describe the kind of things people are already doing to reduce their carbon footprint and offer reasons to suggest why this is a positive thing. They will identify the main fossil fuels and explain what they are used for in the UK. The children will recognise and describe what the natural greenhouse effect is and explain why it is so important to life on Earth. They will describe and explain how human activity is adding more greenhouse gases to the atmosphere and why this is causing the Earth to warm up. The pupils will learn to identify and locate the Arctic and Antarctic on a world map and use satellite images, webcams and terrestrial photographs to describe the similarities and differences of the environment and the wildlife of each place. They will learn to describe and explain the causes and some of the effects of global warming on polar bears in the Arctic and penguins in Antarctica.</p> <p><u>Reasoning and Progression</u></p> <p>The children at KS1 need to develop place knowledge, resources and natural and human environments.</p> <p>The Geography National Curriculum states that children must learn to 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. They also require children to 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. This topic</p>

The Geography National Curriculum states KS1 teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. It is highly important for the KS1 children to continue their learning of seasons, weather and knowledge of the local area following on from their Early years' topics.

### Cross Curricular Links

#### English

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

#### Spoken language

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

#### Reading and writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

#### Numeracy and Mathematics

Teachers should use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical

where do we live? Extending the learning from not just from our local area but expanding the children's knowledge of our coasts. At the outset of the enquiry pupils are encouraged to investigate the small seaside location of Berwick upon Tweed. Berwick exemplifies the key physical and human features of a coast in the United Kingdom as well as being our home town. *Being our local area* allows pupils to think more closely about seaside environments. In particular, potential human impact can be considered and how this might be managed more sustainably.

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progresses well from the weather topic in the Autumn term and allows the children to utilise language learned when describing about a variety of climates and how they are affected by natural and human causes.

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Art and design

Pupils should be taught to:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Computing

Pupils should be taught to:

- Recognise common uses of information technology beyond school.

History

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

### Cultural Capital

Fieldwork in local area

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Science

Animals including humans

Pupils should be taught to:

- 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.

Living things and their habitats

Pupils should be taught to:

- 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, including micro-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.

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### Cultural Capital

Fieldwork in the local area

### Vocabulary

- Renewable energy
- Global warming
- Human
- Carbon/carbon dioxide
- Deforestation
- Pollution
- Waste
- Natural gas

### End Points

### KS1

- Identify, describe, compare and contrast and offer reasons for the similarities and differences they observe in the physical and human geographical features of their school grounds, the locality of the sc

### Vocabulary

- United Kingdom
- Climate
- Temperature
- Seasons
- Weather
- Equator
- Compare

## End Points

### KS1

- Identify and describe the basic atmospheric elements of the weather;
- Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices;
- Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement;
- Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings;
- Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur;
- Observe and offer reasons for the distribution of hot and cold places in the world;
- Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles;
- Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences;
- Locate the Amazon Basin on a labelled world map, describe its typical daily weather, suggest reasons for why it's so hot and wet

### History

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### Cultural Capital

Fieldwork in the local area

### Vocabulary

- Seaside
- Countryside
- Town
- Cliff
- Urban
- Rural
- Flats
- Environment
- Beach

## End Points

### KS1

- Identify and describe the main physical and human features of seaside environments;
- Provide reasons as to why it is important to protect living things at the seaside;
- Describe popular activities undertaken at the seaside;
- Understand the interdependence of living things in seaside environments;
- Identify, describe and categorise living things within a rock pool habitat;
- Identify, categorise and begin to explain the distribution of sea shells on a beach;
- Identify, describe and offer reasons for the presence of pollution on a beach;
- Describe and explain how people can take greater care of the seaside environment;
- Describe and explain reasons why seaside holidays have changed in

and a number of contrasting environments in the United Kingdom and around the world.

- Pupils will have shown a capacity to use accurately a wide range of geographical vocabulary together with simple fieldwork, mapping and aerial imagery techniques to observe, present and communicate geographical information.
- Have a sound locational knowledge of the basic geographical characteristics of the United Kingdom, the wider world (Continents, Oceans, North and South Poles and the Equator).
- Identify, describe, compare and contrast and suggest reasons for different weather patterns in the United Kingdom and contrasting hot and cold locations in other parts of the world.

and explain why it's so different from the Sahara Desert and Antarctica;

living memory;