

# Cantrell Primary School Geography Curriculum

## Year 1: Wonderful Weather

*What are seasonal changes and weather patterns?*

### Objectives:

- Know which is the hottest and coldest season in the UK
- Know and recognise main weather symbols
- Be able to identify seasonal and daily weather patterns in the United Kingdom

### Key Factual Learning:

- ✓ The four seasons are winter, spring, summer and autumn.
- ✓ The coldest season in the UK is winter.
- ✓ The hottest season in the UK is summer.
- ✓ A sun is the symbol for sunny weather.
- ✓ Two clouds are the symbol for cloudy weather.
- ✓ A cloud and snowflake is the symbol for snowy weather.
- ✓ A cloud with rain drops is the symbol for rainy weather.
- ✓ A cloud with a lightning bolt is the symbol for thunder and lightning.
- ✓ A sun with a cloud in front is the symbol for sunny spells (some sun).
- ✓ The weather effects what people wear.
- ✓ In winter, it is cold and there can be cold winds, ice and snow.
- ✓ In autumn, it is often rainy and windy.
- ✓ In spring, it is rainy and there are sometime thunderstorms. It starts to get warmer in Spring.
- ✓ In summer, it is sunny and dry.

### Practical Tasks:

- Matching activity – match each weather symbol to the correct weather.
- Keep a daily weather chart – record weather with a symbol each morning and discuss – making links during discussion to the current season.
- Walks each season to spot signs of that season, including the weather – what can we feel?
- Record findings of walks by writing about and drawing seasonal changes.
- Watch BBC video showing seasons as well as reading books about them. Discuss how each season affects their lives.
- Match clothing items to the appropriate season and dress a person for each season. e.g. gloves in Winter as it is cold.

### Key Vocabulary:

seasons, winter, spring, summer, autumn, weather, symbols, sunny, rainy, lightening, thunder, cloudy, windy.

### Cross-Curricular Links:

Science – Seasonal changes and weather patterns  
English – Autumn poetry

# Cantrell Primary School Geography Curriculum

## Year 1: Local area maps and fieldwork

*What kind of settlement do we live in and how can this be shown on a map?*

### Objectives:

- Know about the local area
  - Be able to name and locate key local landmarks.
  - Know the main differences between a city, town and village
  - Know what human and physical features are.
- Understand how to use a map.

LO: to be able to recognise the compass directions.

LO: to be able to recognise and name local landmarks.

LO: to be able to identify and sort human and physical features.

LO: to be able to draw a map of a familiar environment.

LO: to be able to identify map key symbols.

LO: to be able to create own key.

### Key Factual Learning:

- ✓ A map is used for finding places.
- ✓ A compass is a piece of equipment that tells you what direction you are facing.
- ✓ The compass directions are North, South, East or West.
- ✓ Left, far, right, near are used to describe directions.
- ✓ A river is symbolised by a wavy blue line. A church is symbolised by a square and a cross, A school is symbolised by a house shape with an S in it. A playground is symbolised by a picture of a swing. A railway is symbolised by a black line with lines through it. A road is symbolised by 2 black lines next to each other.
- ✓ A key on a map tells people what the symbols mean.
- ✓ A human feature is made by people. A bridge, house, park and school are human features.
- ✓ A physical feature is made naturally. A mountain, desert, rivers and sea are physical features.
- ✓ In our local area, there is a church, shops, parks, a river and a library.
- ✓ People have developed different places to live. Some are big and some are small.
- ✓ Some are called cities, towns or villages.
- ✓ Villages have a small number of houses and are often in the countryside.
- ✓ Villages often have farms, a few small shops, a school and a place of worship like a church.
- ✓ A town is larger than a village and more people live there.
- ✓ There are more homes and shops in a town.
- ✓ Towns often have a town hall, a place of worship, leisure facilities like a swimming pool and schools.
- ✓ Cities are larger than towns. There are lots more people living in cities and lots of different kinds of homes.
- ✓ Cities have lots of shops, schools, leisure facilities, cinemas, restaurants, museums and places of worship.
- ✓ Roads, railways and paths connect them all so we can visit other areas.

### Practical Tasks:

- Look at maps and discuss what they are used for. What can we see on the map?
- Work in pairs outside with a compass and practise giving each other directions to follow using the compass.
- Record compass directions on compass template in book.
- Follow directions given by adult outside – left, right, etc. Play as a game outside.
- Sort human and physical features.
- Draw map of playground – without a key.
- Look at keys used on maps and match symbols with pictures of features.
- Walk around local area (Bulwell) and spot key things such as church, river, shops, etc.
- Draw map of local area with key features on – this time using/creating a key too.
- Watch BBC video showing features of cities, towns and villages.
- Children will be given key features of cities, towns and villages and they will identify which are for each type of settlement. They will then use collage and drawing to create their own cities, towns and villages. Add roads/railways to connect them.

### Key Vocabulary:

# Cantrell Primary School Geography Curriculum

map, compass, North, South, East, West, key, symbol, human feature, physical feature, city, town, village, place of worship.

## **Cross-Curricular Links:**

Art – drawing and collage

R.E – place of worship vocabulary

Maths – directional/positional language

Computing – Beebots – directional language

# Cantrell Primary School Geography Curriculum

## Year 1: Hot and Cold Areas of the World

*What parts of the world are hot and cold and how do these countries compare?*

### Objectives:

- Know features of hot and cold places in the world
- Know where the equator, North Pole and South Pole are on a globe.
- Know where hot or cold areas are relating to the Poles and the Equator

### Key Factual Learning:

- ✓ In some countries, the weather changes with the seasons but in some countries, it is nearly always hot and in other countries, it is nearly always cold.
- ✓ The equator is an imaginary line around the middle of Earth. It is shown on maps and globes.
- ✓ The North Pole is at the top of Earth.
- ✓ The South Pole is at the bottom of Earth.
- ✓ Countries near the equator are hot because the sun shines on them more and directly.
- ✓ The north and south poles are cold because the sun does not shine on them much or directly.
- ✓ Hot countries are sunny but some hot countries are tropical so there can be storms and rain too.
- ✓ Some hot countries are dry and have deserts.
- ✓ Some hot countries have volcanoes.
- ✓ Some hot countries have rainforests.
- ✓ Some cold countries are snowy and icy.
- ✓ Jamaica is a hot country with a tropical climate. It is hot because it is close to the equator.
- ✓ Jamaica has mountains the whole length of the country.
- ✓ Jamaica has lots of beaches.
- ✓ In Jamaica, lots of plants and food can be grown such as bananas, mangoes and coffee beans.
- ✓ Iceland is a cold country because it is close to the North Pole.
- ✓ Iceland is icy and has waterfalls, volcanoes and glaciers.

### Practical Tasks:

- Read "The Whale, the Sea and the Stars" about a whale whose adventures take her from the warm waters of the equator to the freezing poles.
- Use torch and globe to see where the light hits the globe more and more directly.
- Paint own globe including the equator line and the Poles.
- Draw equator line and north and south pole on picture of globe. Some children will have sun and rays on their picture already but HAPs will draw their own.
- Read 'The Snail and the Whale', talk about the places they visit. Do they look like hot places or cold places?
- Given countries to find on globe and discuss whether they would be hot or cold countries relating to the Poles and the Equator - sort into order from hottest to coldest.
- Split page in half. On one side draw and label features of hot countries and on the other, draw and label features of cold countries.
- Pack a suitcase for a hot and cold country – sorting activity.
- Find Jamaica and Iceland on their globe. Discuss - do you think it will be hot or cold in these countries? Why?
- Make poster about Jamaica and have a themed afternoon.
- Write facts about Iceland. Record children presenting their fact file/mini documentary about Iceland.

### Key Vocabulary:

countries, globe, Earth, equator, North Pole, South Pole, hot, cold, Sun, directly, Jamaica, Iceland.

### Cross-Curricular Links:

Science – hot and cold

Science – space vocabulary e.g. Earth, Sun