

Topic	National Curriculum	Knowledge Musts	Skills		
<p>Year 1 What is it like where we live? (Rising stars voyagers scheme)</p>	<ul style="list-style-type: none"> - Develop knowledge about the locality - Use simple fieldwork and observational skills in the school, its grounds and surroundings - Know the differences between a map, plan and aerial photograph - Recognise landmarks and basic human and physical features - Use locational and directional language to describe the location of features and routes on a map - Use basic geographical vocabulary. 	<ul style="list-style-type: none"> - Know some of the human and physical features of their local area - Name the area they live in, town and country - Name some different ways people travel. - Know some local landmarks - Know the 4 basic compass points - Know how to read a simple map using the four compass points - Locate some specific features on a simple map (green space, school, road, hospital) - How to create a simple key for a map 	<p>Name and locate local town. Observe and describe the human and physical geography of a small area of the United Kingdom. Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. Use simple fieldwork and observational skills to study the geography of their school and its grounds</p>		
Key vocabulary		Links to local, regional, national and global history	Linked reading	Cross curricular	Assessment opportunities
<p>Common: land that everyone can use Dunes: sandy mounds by the sea or in a desert Far: distant Forest: large area covered with trees Key: symbols on a map, and what they mean Map: plan of a place, from above Near: close North, South, East, West: compass points Often: many times Park: land or large garden where people walk or play Plan: outlines of a room or rooms, from above Rarely: not often School: building where children learn Symbol: picture on a map to show a feature on land Wetland: swamp or marsh near a river or coast Wild: land not farmed, used for parks or gardens, or built on</p>		<p>Focus on the narrow locality where your class live. Consider the varying 'scales' of their experience: in an urban school, your locality will be different to that of a rural school. Transport links, population density and distances of travel are all important too. Find statistical information about who lives locally from council census data, local newspapers and online, a local studies archive or the Office of National Statistics (www.ons.gov.uk). Also research local area maps on the Internet.</p>		<p>English: developing oral and listening skills through using geographical vocabulary; writing short descriptions or captions when recalling places visited; composing lyrics for a</p>	<p>All children can: Know about the local area and the nearest local green space (physical geography) Create a landmark as part of a simple class map Describe their landmark Use maps,</p>

<p>Wood: land covered with trees, smaller than a forest.</p>			<p>song (Lessons 1-6) Maths: asking and answering questions about totalling and comparing categorical data when recording statistics of modes of travel to school (Lesson 1); interpreting simple pictograms and tables (Lessons 3 and 4); sequencing events in chronological order using language, recalling their fieldtrip (Lesson 5) Art & design: developing a wide range of art and design techniques in using colour,</p>	<p>plans and aerial photographs Use geographical vocabulary: map, plan, near, far, often, rarely . Most children can: Know and understand about the local area and its physical and human geography Create a landmark as part of a simple class map Describe their landmark and know where it was on a class journey Use maps, plans and aerial photographs Use geographical vocabulary: map, plan, near, far,</p>
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			<p>pattern, texture, through map-making and creating 3-D models; exercising skills with charcoal, pastel, crayon or paint, cutting, sticking and collage (Lesson 6)</p> <p>Music: learning to sing and using their voices to create and compose music on their own; making a song about their fieldtrip to an existing melody (Lesson 5).</p>	<p>often, rarely, North, South, East, West .</p> <p>Some children can: Know and understand about the local area and its physical and human geography</p> <p>Create a landmark as part of a simple class map, and consider its relative size (scale)</p> <p>Describe their landmark and know where it was on a class journey</p> <p>Use maps, plans and aerial photographs</p> <p>Use geographical vocabulary: map, plan, symbol, near, far,</p>
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Links to previous learning	Links to future learning
Reception:	Year 2 - History <i>Chronology</i> , <i>Geography</i> Homes in our locality