

Programme of Study for Geography at Key Stage 1

Introduction

The aim of geography-related work at Key Stage 1 is to begin to develop pupils' knowledge and understanding of places and processes in the world, both locally and beyond, and to provide pupils with the necessary skills to help them conduct simple investigations. The Key Stage 1 Geography Programme of Study provides a context for developing pupils' talking and listening, reading and writing and mathematical skills through:

- first-hand observation and enquiry within the school, its grounds and the local area;
- structured play activities related to aspects of geography;
- listening to and talking about appropriate stories, pictures, photographs, books, maps and audio-visual materials, including schools' broadcasts.

The content of the programme of study is set out under four broad headings below and an 'Introduction to Geographical Skills', which should be developed as an integral part of work undertaken to deliver the following thematic content:

- Homes and Buildings;
- Jobs and Transport;
- Weather;
- The Natural Environment.

Under each of the headings, the examples given suggest teaching/learning activities which may be revisited at increasing depth or in different contexts throughout the key stage.

Approaches to Geography at Key Stage 1

The thematic content may be used flexibly in the planning of appropriate topics which may be cross-curricular or geography led.

Contribution to Educational (Cross-curricular) Themes

Throughout work relating to the programme of study, pupils should have opportunities to engage in discussion and to undertake activities which fulfil the objectives of the cross-curricular themes. In some cases the objectives of the themes overlap. For example, Education for Mutual Understanding (EMU), Cultural Heritage and Health Education have strands which relate to personal development and the environment. In such cases, the examples listed, and therefore associated subject work, will be contributing to more than one of the themes.

The opportunities listed in this section should not be treated as a check list to be covered but as illustrations of some of the ways in which the cross-curricular themes can be highlighted and developed as an integral part of geography-related activity.

Pupils should be given opportunities to:

EMU/ Cultural Heritage/ Health Education

- understand and appreciate their own way of life, their environment and culture and that of others and the interdependence of people by exploring
 - similarities and differences between themselves and other children,
 - the roles and responsibilities of adults they know and how people co-operate and depend on each other for help, goods and services, at home, in the school and local community,
 - some of the many influences upon their identity, *for example, from their family, their school and the neighbourhood, and from sports and musical activities they are involved in,*
 - the need to respect and take care of the natural and made environment around them, the link between the environment and their health and some of the rules for maintaining a healthy environment,
 - how conflict can arise over the use of the environment and ways in which such conflicts might be avoided;

Information Technology

- enter weather or other geographical information, such as modes of transport to school, using a simple data handling package to create simple block graphs or pictograms;
- use computer adventure games, simulations or remote control toys to acquire directional language and skills *such as up, down forward, backward, above, below.*

Introduction to Geographical Skills

The following geographical skills should be developed and reinforced, for the most part as an integral part of work undertaken to implement the thematic content.

Pupils should have opportunities to:

- a **use positional and directional language to aid location**, for example, pupils could use terms such as *up, down, forward, backward, left or right*, to locate objects in the classroom or follow directions in school;
- b **draw and use simple picture maps, not to scale**, for example, pupils could
 - draw a simple picture map of their classroom or playground;
 - follow a simple route in school, based on arrows on a teacher-drawn map;
- c **use a simple plan or map with the help of a simple key**, for example, pupils could
 - use plans of the school to develop map skills using colour coded keys and direction;
 - find places and features on a plan or map using a key of symbols;
- d **explore a map of the world to identify land and sea and to locate their own country**, for example, pupils could
 - find the British Isles on a globe and/or map of the world;
 - use simple maps to locate and name the countries of the British Isles;
- e **use N, S, E, W as directions**, for example, pupils could, with a direction arrow given on a map, indicate directions to and from places on the map;
- f **develop their observation and recognition skills**, for example, pupils could talk about what they see, hear and smell during a ramble near the school or as part of a school trip;
- g **extract information from a variety of sources to find out about people and places in the local area and other lands**, for example, pupils could describe people and places using photographs;
- h **record and present information in drawings, writing, tables, diagrams or simple graphs, using information technology as appropriate**, for example, pupils could
 - draw simple frequency tables to represent data for modes of transport used for pupil journeys to school;
 - make a simple computer bar chart;
 - use teacher-given data to complete or draw simple graphs to represent seasonal changes in the weather;
- i **make simple measurements using non-standard units and progress to the use of standard units**, for example, pupils could measure the length of the playground in paces or measure their desktop in centimetres.

Homes and Buildings

Pupils should have opportunities to learn about:

- a the main features of their home and school**, *for example, pupils could*
- *investigate the main features of their own home, such as the number of rooms and their different uses;*
 - *investigate the number of rooms in the school and their different uses;*
 - *know their own address, their school address and some of the street and road names in the local area;*
 - *compare the size and shape of some of the houses in the local area;*
- b the variety of different buildings in the local area and their purposes**, *for example, pupils could*
- *find out what some buildings and spaces in the local area are used for, such as, the library, post office, bank, church, park;*
 - *find out about different types of shops and the range of goods available in them;*
 - *talk about the differences between features of town and countryside;*
- c similarities and differences between homes and buildings in the local area and the wider world**, *for example, pupils could*
- *find out about the types of homes in other lands, such as those in hot and cold countries;*
 - *compare the shape of buildings and what they are made of with buildings at home, and suggest reasons for the similarity or difference;*
 - *use a map of the world to locate places studied.*

Jobs and Transport

Pupils should have opportunities to learn about:

- a** some of the jobs people do, for example, pupils could
- talk about the work which has to be done to run and maintain a home during the day and throughout the year;
 - find out about the work of people who help in school, such as, the teacher, caretaker, secretary, lollipop person;
 - find out about the main types of work in the local area;
- b** some of the goods and services people need, for example, pupils could
- discuss the goods and services we use every day;
 - choose an essential product, such as milk or bread, and find out about the work involved in making and delivering it;
 - draw a simple picture diagram of the journey of the chosen product;
 - choose an essential service, such as the post, and find out about the journey of a letter between two destinations;
- c** some of the means of transport used for the movement of people and goods, for example, pupils could
- find out about the different ways pupils travel to school;
 - talk about busy roads and quiet roads in the area, traffic hazards and places and ways of crossing roads safely;
 - find out about other means of transport people use to travel to work, to go on holiday or to transport goods;
 - use a simple map to show holiday locations and journeys pupils in the class have made;
 - find out about the emergency services, such as police, fire, ambulance, coastguard and mountain rescue, the transport they use and the jobs they do.

Weather

Pupils should have opportunities to learn about:

- a **the weather in their local area**, *for example, pupils could*
- *talk about and record daily weather using pictures, their own simple drawings and appropriate pictorial symbols;*
 - *observe and record weather over periods of time using appropriate simple symbols;*
- b **changes in weather through the seasons**, *for example, pupils could*
- *compare weather records and make simple drawings to represent seasonal changes in the weather;*
 - *observe seasonal changes in the landscape or changes in a deciduous tree or the habits of hibernating animals;*
- c **how weather affects peoples' lives**, *for example, pupils could*
- *consider differences in winter and summer weather and how it affects the clothes worn, play activities, different landscape scenes;*
 - *talk about changes in the weather and how it affects the jobs of people such as farmers, sailors and builders;*
- d **the weather in other places**, *for example, pupils could find out about how weather in other places differs from that in their own area and how it affects the lives of the people living there.*

The Natural Environment

Pupils should have opportunities to learn about:

- a **materials in the natural environment**, for example, pupils could find out about natural materials in the local environment, such as sand, soil, plants, water, wood or shells, and talk about their use;
- b **some common landscape features**, for example, pupils could recognise, from pictures, landscape features such as sea, rivers, hills, lakes, mountains, beach;
- c **some plants and animals from their local area**, for example, pupils could
 - name and describe some plants and animals found in the local environment, such as native trees, squirrels and frogs;
 - identify some animals that hibernate or migrate, such as hedgehogs, squirrels and frogs;
 - find out how people's actions can affect plants and animals, for example, by cutting down trees or taking away hedgerows;
 - talk about the importance of trying to preserve the environment for plants and animals;
- d **some plants and animals from other lands**, for example, pupils could
 - find out about lions, tigers, camels, polar bears, penguins, cacti, palm trees, fir trees;
 - locate on a map where some animals live, for example, the polar regions.