Walk On Water

# St. Paul's C of E VA Primary and Nursery School

## Geography Curriculum Coverage Year 1

With God ALL THINGS ARE possible MATTHEW 19:26

| Key Vocabulary |
|---|
| autumn |
| city |
| compass |
| country |
| deciduous |
| direction |
| environment |
| hamlet |
| harvest |
| hibernate |
| human features |
| migrate |
| physical features |
| rural |
| season |
| settlement |
| spring |
| summer |
| temperature |
| town |
| urban |
| village |
| weather |
| winter |

### Human and Physical Geography

In the world there are things made by people and these are called **human features**.
In the world there are things NOT made by people and these are called **physical features**.
A school is a **human feature**, as it has been made by people.
Parts of our local area vary, depending on the human and physical features present.
Identify some **human** and **physical features** in the local area:
Langleybury Lane - school, church, road, houses, street lights, paths, trees , cricket club, park - grass, trees, flowers, swings, paths

Within Langleybury there are both human and **physical features**.
Some **human features** within Langleybury are: a church, house, roads, cricket club, farm, and school.
Some **physical features** within Langleybury are: fields, farm land, a canal and countryside.

**Rural and Urban**
Areas where few people live are called **rural areas**. Hamlets and villages are in **rural areas**.
**rural areas** have many physical features such as: beaches, forests, hills, rivers, fields, trees and less human features.
Areas in which lots of people live are called **urban areas**.
**Towns** and **cities** are in **urban areas**.
**Urban areas** have lots of **human features** such as: houses, shops, roads, cinema, restaurants and schools and less **physical features**.

# Langleybury







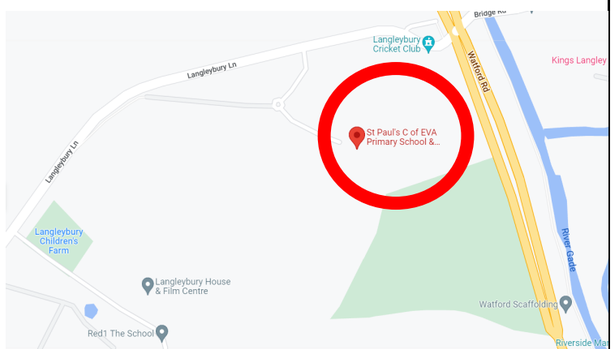
### Fieldwork

We use fieldwork to view an area ourselves.
Know how to remain safe, whilst participating in fieldwork.
Know which human and physical features to look out for in the local area.
Identify human and physical features in our local area.
Record information gathered during fieldwork.

**Seasons**
There are 4 seasons - Autumn, Winter, Spring and Summer.
The seasons occur in a cycle and that they consist of different months.
The environment changes in each season.
**Autumn** - Leaves change colour and fall from deciduous trees, harvest time, some birds migrate (e.g. swallows)
**Winter** - Some animals including hedgehogs and tortoises hibernate throughout Winter (identify these animals) water freezes to ice. Many plants stop growing.
**Spring** - Flowers begin to grow, associated with rebirth and growth, some baby animals are born (e.g. lambing season),
**Summer** - Flowers and trees are in bloom.
The length of daylight varies with Winter having the shortest daylight hours and Summer having the longest. Know that in the UK the longest day is June 21st (the Summer Solstice) and the shortest day is December 21st (the Winter Solstice).
There is equal daylight and night time at the Spring Equinox (around March 20th) and the Autumn Equinox (around 22nd September).
The weather patterns associated with each season -
**Autumn** - Temperatures start to drop from Summer, overcast
**Winter** - Coldest time of year, snow, frosty in the morning, sleet, blizzard, hail
**Spring** - Temperatures start to warm up
**Summer** - Hottest time of the year, sunshine, generally dry weather but may be thunderstorms

### Key Knowledge

**Settlements**
**Settlements** are places where people live and sometimes work.
There are different types of settlement, depending on how many people live and work there.
A **hamlet** is a very small settlement with just a few houses.
A **village** is also small but has houses and sometimes a primary school, a few shops, a Post Office and a village hall.
A **town** is larger than a **village**, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre.
A **city** is the largest type of **settlement**, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.
**Location of Langleybury**
Know what the settlement they live in is called Hunton Bridge, Kings Langley, Abbots Langley, Watford).
Watford is a **town** and Abbots Langley is a **village**.
As a **town**, Watford is bigger than a **village**, but smaller than a **city**.
Langleybury is near the **city** of London.
Langleybury is in England.
England is a **country** and there are many countries around the world.




### Maps

A map shows you what an area looks like from an aerial view. (Sometimes known as a birds eye view)
Aerial means 'from above' and when we look at something from above we call this an 'aerial view'. Aerial comes from the Latin word 'aerius' which means 'high in the air'.
Sometimes objects can look different from an aerial view.
Maps give us information about places and their locations.
Location means where something is.
Symbols are used on a map to represent the human and physical features of an area and show where they are located.
A key is needed on a map to explain the symbols.
Maps often have compasses

**OS Map symbols -** road, footpath, railway station, castle, parking, place of worship, school, post office, toilet, trees. Apply skills to draw a basic map of the school grounds, including relevant symbols and a key.

**Compass directions** - North, South, East, West.
**Directional language**—near, far, left, right, forward, backward.

## National Curriculum—Key Stage 1

**Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.**

**Pupils should be taught to:**

**Locational knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Human and physical geography**

- 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
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork**

- 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
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.