


Year 1 Geography Curriculum

	<h2 style="margin: 0;">Autumn</h2>
Project	Compare and contrast the UK to the Polar Regions
Substantive concepts	<ol style="list-style-type: none"> 1. Climate and Weather: Understanding how the climates of the UK, the Arctic, and the Antarctic differ, with a focus on temperature, daylight hours, and weather patterns. 2. Animals and Habitats: Exploring the types of animals that live in the UK compared to the Polar Regions, such as polar bears, penguins, and other wildlife. 3. Human Habitats and Life: Comparing how people live in the UK versus the Polar Regions, considering factors like shelter, clothing, food sources, and lifestyle. 4. Landscapes and Geography: Investigating the physical geography of the UK and the Polar Regions, including icebergs, glaciers, mountains, and tundra, and how these environments shape the living conditions. <p>Seasonal Changes: Exploring the unique patterns of daylight and darkness in the Polar Regions and comparing them to the UK's more predictable seasons.</p>
Key vocab	<ul style="list-style-type: none"> ● Polar Regions ● Arctic ● Antarctic ● Climate ● Tundra ● Icebergs ● Glaciers ● Permafrost ● Polar Bears ● Penguins ● Seal ● Snow ● Winter ● Summer ● Long day / Long night ● Habitat ● Milder climate ● Daylight hours ● North Pole ● South Pole ● Human Adaptation

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Core substantive knowledge (what can they tell you?
Facts/people/places)

The UK

- The UK has a **milder climate**, meaning it doesn't experience the extreme cold temperatures of the Polar Regions.
- The UK has **four seasons**: spring, summer, autumn, and winter. In winter, it can get cold, but the temperatures are not as extreme as in the Polar Regions.
- The UK has a variety of **animals** that are adapted to a temperate climate, such as foxes, deer, birds, and insects.
- The landscape of the UK includes hills, mountains, forests, rivers, and beaches.

The Arctic

- The **Arctic** is the region around the North Pole, and it is home to animals like **polar bears, arctic foxes, and seals**.
- The Arctic has a **cold climate** with long, harsh winters and short summers. There are **long periods of daylight in summer and long nights in winter**.
- The Arctic is covered with **ice and snow**, and the ground is often frozen in a layer of **permafrost**.

The Antarctic

- The **Antarctic** is the region around the South Pole and is the coldest place on Earth. It is covered almost entirely by **ice and snow**.
- The Antarctic is home to **penguins, seals, and whales**. The penguins are the only birds that live in the Antarctic, and they have adapted to the cold.
- Like the Arctic, the Antarctic has **long periods of daylight** in the summer months and **long nights** in winter.
- There are no human populations living in the Antarctic, but scientists visit to carry out research.

Polar Animals

- **Polar Bears** live in the Arctic and are well adapted to the cold with thick fur and a layer of fat for insulation.

Penguins are found in the Antarctic and are unique because they cannot fly but are strong swimmers.

Disciplinary concepts (how does a geographer think/work?)

Geographical Enquiry

- **Observing**: Geographers observe physical and human features of different places to understand the world around us. In this topic, children will observe the differences in the climates, animals, and landscapes of the UK, Arctic, and Antarctic. They will also look at photographs, maps, and videos of these regions.
- **Questioning**: Geographers ask questions to deepen their understanding. For example:
 - "Why are the Polar Regions so cold?"
 - "How do animals in the Arctic and Antarctic survive the cold?"
 - "What makes the UK's climate different from the Polar Regions?"
 - "How do humans live in the Arctic and Antarctic compared to the UK?"
- **Comparing**: Geographers compare different places to understand similarities and differences. In this topic, children will compare the climates, animals, landscapes, and human life in the UK, Arctic, and Antarctic.

Mapping: Geographers use maps and globes to locate different regions. children will learn where the **Arctic and Antarctic** are on the map and compare them to the location of the UK.

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Geographical enquiry -
observing/questioning/com-
paring/chronology etc)

Geographical Skills and Concepts in Practice

1. Observing:

- Look at photographs of animals in the **Arctic** and **Antarctic**. How are they adapted to their cold environments? What do they look like?
- Observe the types of **landscapes** in the **UK**, **Arctic**, and **Antarctic**. What differences do children notice in the landforms, such as icebergs, glaciers, and tundra?

2. Questioning:

- Ask questions such as:
 - "Why are there no trees in the **Antarctic**?"
 - "How do **penguins** survive in the cold?"
 - "What are the differences in the amount of daylight in the **UK** versus the **Polar Regions**?"
 - "What types of homes and clothing do people need in the Arctic?"

3. Comparing:

- **Compare** the climates of the UK, Arctic, and Antarctic. What is similar or different about the weather, temperatures, and seasons?
- Compare the **animals** in the UK with those found in the Polar Regions. How do **polar bears** in the Arctic compare to **penguins** in the Antarctic?
- Compare the **human life** in the UK with life in the Polar Regions. What do people need to live in such extreme climates? How do humans survive in the cold?

4. Mapping:

- Use a **world map** to locate the **UK**, **Arctic**, and **Antarctic**.

Show children the **polar regions** on the map and explain how far they are from the UK. Discuss the differences in **geography** and **location**.

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Spring

Project

Brazil - Similarities and Differences between the UK and Brazil: Continents (Locational knowledge)

Substantive concepts

1. Geographical Location and Continents:
 - Brazil is located in South America, while the UK is located in Europe.
 - Brazil and the UK are on different continents with different climates and environments.
2. Physical and Human Features:
 - Brazil is famous for its rainforests (particularly the Amazon rainforest), while the UK is known for its rolling hills and farmlands.
 - Brazil has famous cities like Rio de Janeiro and São Paulo, and famous landmarks like the Christ the Redeemer statue.
 - The UK has cities like London, Edinburgh, and Cardiff, with landmarks like Big Ben and Edinburgh Castle.
3. Animals and Wildlife:
 - Brazil is home to toucans, jaguars, and monkeys, found mainly in the Amazon rainforest.
 - The UK has different wildlife such as foxes, rabbits, and red deer that are commonly found in woodlands and grasslands.
4. Exports and Economy:
 - Brazil is famous for exporting coffee, sugar, and tropical fruits.
 - The UK exports machinery, cars, and technology.
5. Climate and Environment:
 - Brazil has a tropical climate with lots of rainforests and is warmer year-round.
 - The UK has a temperate climate with milder winters and cooler summers compared to Brazil.

Key vocab

- Brazil
- South America
- Rainforest
- Amazon
- Tropical
- UK (United Kingdom)
- Europe
- City
- Landmark
- Rio de Janeiro
- São Paulo
- Christ the Redeemer
- Climate
- Toucans
- Jaguars
- Wildlife

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- Export
- Coffee
- Sugar
- Mountains
- Ocean
- Continent
- Map
- Globe
- Comparing
- Physical features
- Human features

Core substantive knowledge (what can they tell you?
Facts/people/places)

Brazil and the UK on the World Map

- Brazil is located on the continent of **South America**, whereas the UK is on the continent of **Europe**.
- Brazil is much larger than the UK, with a tropical climate, while the UK has a temperate climate.
- The UK is an island nation surrounded by seas, while Brazil is a vast country bordered by other countries in South America and the Atlantic Ocean.

Physical Features of Brazil and the UK

- **Brazil:**
 - Famous for the **Amazon Rainforest**, which is the largest tropical rainforest in the world.
 - Known for the **Amazon River**, **mountains**, and **tropical rainforests**.
 - **Wildlife** such as **jaguars**, **toucans**, and **sloths** live in the rainforest.
- **UK:**
 - Known for **rolling hills**, **farmland**, **coastlines**, and **mountains** such as the **Scottish Highlands**.
 - **Wildlife** such as **foxes**, **badgers**, and **rabbits** can be found across the UK's fields and woodlands.

Major Cities and Landmarks

- **Brazil** has famous cities such as:
 - **Rio de Janeiro**, known for the **Christ the Redeemer** statue.
 - **São Paulo**, a large city and economic hub in Brazil.
- **The UK** has famous cities such as:
 - **London**, the capital of the UK, known for landmarks like **Big Ben** and the **London Eye**.
 - **Edinburgh**, known for **Edinburgh Castle** and its historic old town.

Climate and Environment

- **Brazil** is mostly tropical, with warm temperatures year-round, especially in the **Amazon** region.
- The UK has a **temperate climate**, with **mild winters** and **cool summers**.

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Geographical Enquiry

Geographers use different ways of thinking and working to explore places and understand their features.

- **Observing:** Geographers observe maps, globes, and photographs to understand the world. Children will observe maps of **Brazil** and the **UK** to identify their locations and features like cities, forests, and landmarks.
- **Questioning:** Geographers ask questions to investigate places. Questions might include:
 - "Where is Brazil located in the world?"
 - "What animals live in Brazil's rainforests?"
 - "What is the weather like in Brazil compared to the UK?"
 - "How is life in Brazil different from life in the UK?"
- **Comparing:** Geographers compare places to identify similarities and differences. Children will compare the **climate, wildlife, landmarks, and physical features** of Brazil and the UK. For example:
 - "Brazil is hot and has jungles, while the UK is cooler and has farms."
 - "Brazil has jaguars, but the UK has foxes."
- **Positioning:** Geographers use maps and globes to locate places and understand where they are in relation to each other. Children will:
 - Locate **Brazil** on a world map and identify the continent of **South America**.
 - Identify the **UK** on the map and recognize that it is in **Europe**.

Use maps and globes to identify major cities in both countries, such as **Rio de Janeiro, São Paulo, and London**.

1. **Observing:**
 - **Observe a world map** to locate Brazil in **South America** and the UK in **Europe**.
 - Use **aerial photographs** or images of Brazil's **rainforests** and the UK's **countryside** to compare their landscapes.
2. **Questioning:**
 - Encourage children to ask questions about the places they are studying:
 - "How do the animals in Brazil's rainforest live differently from those in the UK?"
 - "Why is Brazil warmer than the UK?"
 - "What do people in Brazil grow or make that is different from the UK?"
3. **Comparing:**
 - **Compare the climates:** Brazil is hotter and has rainforests, while the UK has milder weather and more fields.
 - **Compare wildlife:** Brazil has jaguars and toucans, while the UK has foxes and rabbits.
 - **Compare landmarks:** Brazil has Christ the Redeemer, while the UK has Big Ben.
4. **Positioning:**
 - Use a **globe** or **map** to locate **Brazil** and the **UK** and explain their relative positions.
 - Ask children to identify **continents** and **oceans** surrounding these countries.

Disciplinary concepts
(how does a geographer
think/work?)

Geographical enquiry -
observing/questioning/com
paring/chronology etc)

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Summer

Project

Local Area - Maps and Journeys

Substantive concepts

1. Understanding Maps:
 - Maps help us understand the world by showing where places are located and the features they have.
 - Local maps (such as Google Maps) show us key places like our school, homes, playgrounds, and coastlines.
2. Local Landmarks:
 - Landmarks like Cullercoats Library and the coastline help us orient ourselves in our local area.
 - Understanding how these landmarks are important to our daily lives.
3. Journeys and Routes:
 - A journey can be planned using a map, like when we send a letter from one place to another.
 - Learning about addresses and postcodes to understand how we identify places.
4. Comparison with Brazil:
 - Exploring the climate, land use, and culture of Brazil, particularly the rainforest, compared to our local area (Cullercoats and the surrounding region).

Comparing the seaside environment and land use of Cullercoats with the tropical rainforest in Brazil.

Key vocab

- Map
- Journey
- Landmark
- Coastline
- School
- Playground
- Home
- Google Maps
- Address
- Postcode
- Cullercoats
- Library
- Rainforest
- Brazil
- Tropical
- Seaside
- Local
- Weather
- Tourism
- Land use
- Climate

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<p>Core substantive knowledge (what can they tell you? Facts/people/places)</p>	<p>Local Area and Map Skills</p> <ol style="list-style-type: none">Local Area Features:<ul style="list-style-type: none">The local area of Cullercoats has features like the coastline, playgrounds, and Cullercoats Library.Children will be able to recognise local landmarks and use maps (including Google Maps) to locate them.Maps and Key Places:<ul style="list-style-type: none">Maps help us navigate and find places. Children will be able to identify their school, home, and local landmarks.Maps also use symbols to represent features like parks, schools, and shops. They will explore these symbols on maps.Journeys and Addresses:<ul style="list-style-type: none">Understanding how letters travel from one place to another, from our school to a friend's house, and how addresses and postcodes help ensure they reach the right location.By examining the journey of a letter, children will gain insight into addressing and postal routes.Comparison with Brazil:<ul style="list-style-type: none">Brazil's rainforest is very different from our coastal area.While the UK has a temperate climate and coastal towns, Brazil has a tropical rainforest climate with warm temperatures and heavy rainfall.We'll look at how land use differs: Brazil's rainforest is home to many species of animals and plants, whereas Cullercoats has a seaside community and is famous for its beaches.
<p>Disciplinary concepts (how does a geographer think/work?)</p>	<ol style="list-style-type: none">Geographical Enquiry:<ul style="list-style-type: none">Observing: Geographers observe maps, images, and photographs to learn about different places. Year 1 children will look at local maps and Google Maps to identify landmarks and the layout of their area.Questioning: Geographers ask questions like:<ul style="list-style-type: none">"Where is our school on the map?""What landmarks are near our home?""What is the journey of a letter from the postbox to the recipient?""How is life in Brazil different from life here?"Comparing: By comparing the local area with Brazil, children will see how places are both similar and different. For example:<ul style="list-style-type: none">"How is the weather in Brazil different from the weather in Cullercoats?""How do people live in Brazil's rainforest compared to our seaside town?"Positioning: Geographers use maps and globes to locate places. Year 1 students will practice locating:<ul style="list-style-type: none">Cullercoats on a map of the UK. <p>Brazil on a world map, specifically locating the Amazon rainforest.</p>
<p>Geographical enquiry - observing/questioning/comparing/chronology etc)</p>	<ol style="list-style-type: none">Observing:<ul style="list-style-type: none">Children will observe local maps to identify places such as their school, homes, and the playground.Use Google Maps to locate landmarks such as Cullercoats Library, the coastline, and other local features.Questioning:<ul style="list-style-type: none">Encourage children to ask questions like:<ul style="list-style-type: none">"What is the purpose of a map?""How do we find our way around using a map?"

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- "What different landmarks are in our area?"
- "What is life like in Brazil's rainforest compared to Cullercoats?"

3. Comparing:

- Children will **compare Cullercoats** with **Brazil** (specifically the rainforest):
 - **Weather:** Cullercoats has a temperate climate, while Brazil has a tropical climate.
 - **Land use:** In Brazil, the rainforest is home to wildlife, while in Cullercoats, there is a focus on **tourism** and the **seaside**.
 - **Culture:** Exploring the lifestyle differences between **rainforest communities** and **coastal communities**.

4. Positioning:

- Use a **globe** to locate **Brazil** and **Cullercoats**, helping students understand where they are in the world.
- Locate **Cullercoats** on a map of **the UK**, and identify nearby places of interest.
- Introduce the concept of **addresses** and **postcodes** to explain how locations are identified for sending **letters**.

Creative and Practical Activities

1. Map Reading:

- Provide students with a simple local map (e.g., of Cullercoats) and ask them to locate their school, homes, the playground, and the library.
- Use Google Maps to explore how we can find different places in our local area.

2. Letter Journey:

- Trace the journey of a letter: from the postbox at the school to a friend's house. Label the address and discuss how it helps ensure letters arrive at the correct destination.

3. Comparison Chart:

- Use a Venn diagram to compare the local area (Cullercoats) with Brazil:
 - **Similarities:** Coastal areas, some landmarks, human features like cities.
 - **Differences:** Climate, animals, types of buildings, cultural differences.

4. Local Landmarks and the Rainforest:

- Create a comparison chart of local landmarks (e.g., Cullercoats Library, beach) and features of Brazil, particularly the Amazon rainforest (e.g., rainforest, wildlife).
- Ask students to sketch a local landmark and an animal from the rainforest.