

Year 1 Geography - Our School and Local Area (Fieldwork)

	<u>Autumn 1</u>	
Topic	Our School and the Local Area - Parkgate	
Prior Learning	EYFS - Pupils begin to develop spatial awareness, use basic geographical vocabulary and identify human and physical features, building on their EYFS observations of animals, plants and natural changes. They also begin to collect and record simple geographical data, moving from informal exploration to purposeful fieldwork.	
Unit Aim	To develop children's understanding of their school and local area by exploring maps, identifying human and physical features, and using simple geographical skills to describe locations.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	• Locational Knowledge • Place Knowledge • Human Geography • Physical Geography • Geographical Skills <u>Fieldwork</u> • To explore our local area and locate a range of physical and human features.	Locational Knowledge: Identify and name classrooms on a map of our school. Place Knowledge: Identify places in our local area and say why I like them. Human Geography: Identify the human features of our local area. Physical Geography: Identify the physical features of our local area. Geographical Skills: Use a compass to compare the locations around our school.
Vocabulary	Locality, local, area, school, Parkgate, Neston, map, key, aerial view, physical feature, human feature, compass, north, east, south, west.	
Future Learning	KS2 Use maps at a larger scale (local area → UK → world), including atlases and digital maps. Develop more accurate use of 4-figure and 6-figure grid references. Compare their local area with contrasting regions (e.g., urban vs rural, UK vs non-European country). Explain why places are like they are, not just identify features. Understand how human and physical features interact (e.g., how rivers affect where people live). Use a wider range of fieldwork skills, including data collection, recording, and presenting findings. Use compass directions more precisely, including bearings and more complex locational language. Begin to understand environmental issues and how humans impact places.	
KS1 End Point	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.	

Year 1 Geography - The UK and Weather Patterns

	<u>Spring 1</u>	
Topic	The UK and Weather Patterns	
Prior Learning	EYFS - Pupils begin to develop spatial awareness, use basic geographical vocabulary and identify human and physical features, building on their EYFS observations of animals, plants and natural changes. They also begin to collect and record simple geographical data, moving from informal exploration to purposeful fieldwork.	
Unit Aim	To develop children's understanding of the United Kingdom by exploring its countries, capital cities, landmarks, human and physical features, and by observing and investigating seasonal weather using maps and simple fieldwork skills.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	• Locational Knowledge • Place Knowledge • Human Geography • Physical Geography • Geographical Skills <u>Fieldwork</u> • To recreate seas and oceans around the UK using different media..	• Locational Knowledge: Identify and name the 4 countries of the United Kingdom. • Locational Knowledge: Identify and name the capital cities of the United Kingdom. • Locational Knowledge: Know where the United Kingdom is located in relation to the Equator. • Place Knowledge: Identify landmarks from each country of the United Kingdom. • Human Geography: Identify the human features of each country of the United Kingdom. • Physical Geography: Identify the physical features of each country of the United Kingdom. • Geographical Skills: Use maps and atlases to investigate weather in the United Kingdom within different seasons.
Vocabulary	United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, flag, Union Jack, famous, landmark, human feature, physical feature, weather, seasons, winter, spring, summer, autumn, change, temperature, equator, hot, cold, wind, fog, rain, sleet, hail, snow, frost, thunderstorm, sunshine, cloudy, windy.	
Future Learning	Broader locational knowledge: Pupils move from naming UK countries and capitals to locating European countries, key world regions, and major global physical features (e.g., mountains, rivers). Deeper place knowledge: They compare the UK with contrasting regions in Europe, North/South America and beyond, building on the idea of identifying landmarks and features.	

	More detailed human & physical geography: They begin to explain how and why human and physical features develop (e.g., how rivers shape land, why cities grow, land use patterns), building from KS1 identification skills. Weather and climate progression: KS1 weather observations lead into KS2 understanding of climate zones, biomes, vegetation belts, and how weather patterns vary across the world. Advanced geographical skills: Pupils extend their KS1 map and atlas work by using: • 4- and 6-figure grid references • OS maps • more complex keys and symbols • digital mapping tools This builds directly on the skills of locating the UK and reading basic maps. Fieldwork progression: Simple weather recording develops into more structured KS2 fieldwork, including: • collecting, presenting, and analysing data • using more precise equipment • drawing conclusions about geographical patterns
KS1 End Point	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. 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.

Year 1 Geography - Seas and Coasts

	<u>Summer 2</u>	
Topic	Seas and Coasts	
Prior Learning	EYFS - Pupils begin to develop spatial awareness, use basic geographical vocabulary and identify human and physical features, building on their EYFS observations of animals, plants and natural changes. They also begin to collect and record simple geographical data, moving from informal exploration to purposeful fieldwork.	
Unit Aim	This unit aims to develop pupils' understanding of the UK's coastal geography by exploring the seas that surround the UK, comparing a range of British beaches and coastlines, identifying their human and physical features, and using compass skills to describe and compare their locations.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>

	• Locational Knowledge • Place Knowledge • Human Geography • Physical Geography • Geographical Skills	• Locational Knowledge: Identify and name the five seas/oceans that surround the UK. • Place Knowledge: Identify and compare different British beaches and coastlines from around the UK. • Human Geography: Identify the human features of British beaches and coastlines. • Physical Geography: Identify the physical features of British beaches and coastlines. • Geographical Skills: Use a compass to compare the locations of a variety of British beaches and coastlines.
Vocabulary	seas, oceans, coast, beach, land, water, north, south, east, west, compass, location, place, physical features, human features, compare, United Kingdom, England, Scotland, Wales, Northern Ireland, Irish Sea, North Sea, Celtic Sea, English Channel, Atlantic Ocean, promenade, seaside.	
Future Learning	Locational Knowledge • Locate seas and oceans on world maps and atlases. • Compare the UK coastline with coasts in Europe and beyond. Place Knowledge • Study and compare different coastal regions of the UK in more depth. • Explore how coastal settlements develop and change. Human Geography • Learn how coasts are used (ports, fishing, tourism, energy). • Understand coastal management and how humans protect coastlines. • Explore the impact of human activity on coastal environments. Physical Geography • Understand coastal processes (erosion, deposition, weathering). • Learn how features like caves, arches, stacks, cliffs and spits form. • Study tides, waves, and environmental coastal issues. Geographical Skills • Use 8-point compass directions confidently. • Read OS maps using symbols and grid references. • Carry out simple coastal fieldwork and present findings.	
KS1 End Point	To name, locate and identify the United Kingdom and its surrounding seas. To 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.

To 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.