



Geography Year 1 Curriculum Overview

The Big Picture

Understanding where we fit into the world is an abstract concept for younger children. To them, their world is big enough and even imagining that the world can go beyond that is difficult. Building from the EYFS curriculum, we know that children are often experts at exploring their natural environment – looking under stones, making secret dens and poking their fingers into holes in walls – but they rarely stop to think about the relationship between these things.

In this unit, we want to encourage children to develop their awareness of the diversity and complexity of their environment. We want children to understand what their local area is made up of and how this fits into the wider world.

What do we already know?

Knowledge Retrieval:

Children will understand that they live on The Earth and that this is a very big place with lots of different places in it. Some children may be able to talk about the different places that they have been.

Children will have come from EYFS and will have some understanding on how to...

- Draw information from a simple map
- Recognise that some environments are different from the one they live in
- Understand the effect of changing seasons on the natural world
- Know that there are different countries in and world and talk about some differences
- Explore the natural world around them
- Celebrate and value cultural, religious and community events and experiences

Year 1 Geography–
Our World

NC objectives – 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 Geography
- 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.

Key unit objectives

To understand and name human features. (e.g. school, house, shop, wall etc)

To understand and name physical features. (e.g. river, soil, tree, weather etc)

To locate the United Kingdom and its surrounding seas.

To name and locate the four counties that make up the United Kingdom.

To know the capital cities of the four countries that make up the United Kingdom.

To know that the United Kingdom is where they live.

To identify the seasonal and daily weather patterns in The United Kingdom (linked with scientific knowledge).

To use maps and ariel photographs to locate school and children’s homes.

Key vocabulary and understanding for concept connectors

A **physical feature** is something natural.

A **human feature** is something man-made.

England, Wales, Scotland and Northern Ireland make up The United Kingdom.

London, Cardiff, Edinburgh and Belfast are the four capital cities.

We live in **The United Kingdom**.

Key Texts

After the Storm – Nick Butterworth

Welcome to Our World – Moria Butterfield

Key Questions

Can you name and locate the countries in the UK?

Can children name the seas around the UK?

Can children explain wat the weather is like in the UK?



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The Big Picture

Learning about ourselves is a wonderful theme at any age, but with children aged 5-7 it is especially exciting because they are at a stage in their lives when they are just beginning to feel ‘grown up’ as they learn important adult skills such as reading, writing and mathematics. They are also finding out the skills they need to be part of a group and are moving away from the self-centred picture of themselves that dominates the first few years of their life to a realisation that their ‘self’ is not just about them but is also defined by their relationships with others and their place in the world.

In this unit, children will build upon their understanding about their place in the world and how their local area is only a very small part of the world we live in. There are many other parts of the world where life is completely different. Children will compare their local area to that of a small area in a contrasting European country to help them understand that the world extends beyond them. Children will use a range of geographical skills such as map reading and recognising landmarks to help them understand this.

Year 1 Geography–
What makes me, me?

What do we already know?

Knowledge Retrieval:

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Northern Ireland, Scotland, Wales and England make up the UK.

Geography when we learn about the Earth we live on.

London is the capital city of England. Cardiff is the capital city of Wales. Edinburgh is the capital city of Scotland. Belfast is the capital city of Northern Ireland. The UK is surrounded by The Irish Sea, The North Sea, The English Channel, The Celtic Sea and The Atlantic Ocean

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- 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.

Key unit objectives

To know about similarities and differences between Runcorn and a small area in a contrasting non-European country.

To know that the world extends beyond their own locality and that the places they study exist within a broader geographical context such as living in The United Kingdom.

To be able to describe the geographical features of the school site and other familiar places such as The Shopping City.

To be able to use maps at a variety of scales to locate the position and simple geographical features of Runcorn and a small area in a contrasting non-European country.

To be able to express views on the attractive and unattractive features of Runcorn and a small area in a contrasting non-European country.

Key vocabulary and understanding for concept connectors

river, house, country, city, town, shop, similar, difference, beach, coast, forest, hill, sea, soil, season, farm, man-made, feature

We live in **Runcorn**, which is a town in **England** in the **United Kingdom**.

There are other countries in the world that are different to ours and have different features.

Key Texts

The Big Book of UK facts: Facts, folklore and from around the United Kingdom - Imogen Russell Williams.

Shine – Sarah Asuquo

Emma Jane’s Aeroplane – Katie Haworth

Key Questions

Can children explain similarities and difference between Runcorn and a different place?