



Year 1

YEAR 1 — Where do I live?/Where is my school?

What makes our school and local area a place?

Prior learning retrieved

EYFS immediate environment, simple maps, routes, positional language and observation.

Geographical concepts

Place; location; space; human/physical features; representation.

Key vocabulary

Local area, address, aerial view, route, compass, direction, map, symbol, key, England, Scotland, Wales, Northern Ireland, capitals, surrounding seas.

Careers link

Town planner • estate agent • surveyor • cartographer • local councillor. Gatsby BM4: show how maps, observation and place knowledge are used in work.

SMSC / climate & sustainability

SMSC: belonging and care for shared spaces. Climate/sustainability: notice how people use and care for the school/local environment.

Why this? Why now?

Begins KS1 with the most familiar scale: classroom, school and locality. It retrieves EYFS observation and route language before extending pupils' mental map to Sunderland and the UK. It establishes place, mapping and fieldwork routines used throughout geography.

YEAR 1 — Where do I live?/Where is my school?: Learning Sequence

1 Where do I live? Locate home/local area and identify human and physical features.

2 My Classroom: observe immediate surroundings and use aerial photographs.

3 Where is my school? Locate school within the local area.

4 Fieldwork around my school: observe features and devise a simple map with symbols/key.

5 How do I get to school? Describe routes using directional language and recognise map symbols.

6 Use maps, atlases and globes to identify the UK, its four countries, capitals and surrounding seas.

YEAR 1 — Where do I live?/Where is my school?: Fieldwork & Mapping

Fieldwork / geographical enquiry

Observe features; simple field sketch/map; symbols/key; route language.

Mapping / GIS progression

Picture/aerial map → simple plan → symbols/key → UK on atlas/globe.

Fieldwork and mapping are taught as disciplinary knowledge: pupils become increasingly accurate, selective and independent in how they gather, represent and interpret geographical evidence.

YEAR 1 — Human and Physical Features

How can we recognise and compare human and physical features?

Prior learning retrieved

Y1 local area mapping, observation, simple symbols and key.

Geographical concepts

Place; comparison; human/physical geography; scale.

Key vocabulary

beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, city, town, village, factory, farm, house, office, port, harbour, shop.

Careers link

Architect • construction worker • landscape designer • environmental scientist. Gatsby BM4.

SMSC / climate & sustainability

SMSC: value different places and viewpoints. Sustainability: consider how human features alter environments and how places can be cared for.

Why this? Why now?

After pupils can locate and map their locality, they learn to classify what they observe using precise geographical vocabulary. The comparison then moves beyond description to similarities and differences between places, preparing pupils for weather/climate and Year 2 place studies.

YEAR 1 — Human and Physical Features: Learning Sequence

1 Read and create simple maps.

2 Use geographical vocabulary to describe human features and local landmarks.

3 Identify physical and human features of the local area and consider positives/negatives.

4 Compare the human and physical geography of a small UK area with a small area in a contrasting non-European country.

5 Revisit and deepen the comparison using geographical evidence.

YEAR 1 — Human and Physical Features: Fieldwork & Mapping

Fieldwork / geographical enquiry

Local feature survey; photo classification; simple comparison recording.

Mapping / GIS progression

Use aerial photos and maps to identify/represent human and physical features.

Fieldwork and mapping are taught as disciplinary knowledge: pupils become increasingly accurate, selective and independent in how they gather, represent and interpret geographical evidence.

YEAR 1 — Weather

How does weather vary, and how does it affect people and places?

Prior learning retrieved

EYFS seasons/natural-world change; Y1 UK location and human/physical features.

Geographical concepts

Process; pattern; location; environment; change.

Key vocabulary

weather, season, temperature, thermometer, forecast, symbol, extreme, drought, flooding, blizzard, heatwave, climate, Equator, North Pole, South Pole.

Careers link

Meteorologist • climate scientist • emergency services worker. Gatsby BM4/BM5.

SMSC / climate & sustainability

SMSC: how weather affects communities. Climate: distinguish weather from climate at an age-appropriate level and recognise extreme-weather impacts.

Why this? Why now?

Weather follows local place work so pupils can observe a process happening around them and connect daily/seasonal patterns to location. The unit then expands from the UK to global hot/cold patterns, preparing pupils for Year 2 Kalahari and later climate-zone studies.

YEAR 1 — Weather: Learning Sequence

1 Observe and describe weather where we live.

2 Identify and describe the four seasons.

3 Explain simple ways weather affects people.

4 Interpret common weather forecast symbols.

5 Use geographical vocabulary to describe weather.

6 Recognise hazards linked to extreme weather.

7 Describe hot and cold places.

8 Locate hot/cold areas in relation to the Equator and North/South Poles.

YEAR 1 — Weather: Fieldwork & Mapping

Fieldwork / geographical enquiry

Daily weather observation/tally; thermometer with adult support; simple chart.

Mapping / GIS progression

Weather symbols; UK map; globe to locate Equator and poles.

Fieldwork and mapping are taught as disciplinary knowledge: pupils become increasingly accurate, selective and independent in how they gather, represent and interpret geographical evidence.