

Year 1 Geography Learning Sequence

Knowledge Strands Key:

Location

Place

Environmental human and physical geography

Geographical skills and fieldwork

Term 1 – What's in our school?

National Curriculum: 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

Resources to support planning: <https://www.kapowprimary.com/subjects/geography/mixed-age-year-1-2/year-1-2-cycle-a/y1-2-what-is-it-like-here-cycle-a/> <https://www.thenational.academy/teachers/programmes/geography-primary-ks1/units/local-area-where-do-we-go-to-school/lessons>

By the end of this unit I will know....

Identify physical and human features of school - what they see and how these areas are used. (Lesson 1, 2, 3)

Know some landmarks have been made by humans (buildings, roads, bridges etc). (Lesson 1)

Know some landmarks are natural/physical features (hills, rivers, forests etc). (Lesson 2)

Understand and name human features (city, town, village, factory, farm, house, office, port, harbour and shop). (Lesson 1)

Understand and name a variety of physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather). (Lesson 2)

Investigate environmental issues in the school grounds (where litter collects, lack of play facilities). (Lesson 6)

By the end of this unit I will be able to...

Adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house) (Lesson 2)

Marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations (Lesson 6)

Taking digital photos (e.g. of buildings in the locality, things seen on a bus journey) (Lesson 3)

Using a questionnaire (e.g. to find out the most popular options for improving playtimes) (Lesson 5)

Relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features (Lesson 4)

Devise a simple map and construct simple symbols in a key (e.g. of the school grounds, local street or park) (Lesson 4)

Prior knowledge
to recap...

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Assessment

Know that a map or globe can show different places. Sequencing photos to recall features seen on a visit or short walk. Drawing a map (e.g. of the outdoor area). Expressing their feelings about places they visit, saying which features they like/dislike Name where they live (town or village). Use geographical vocabulary to describe where they live (town).	What are physical and human features?	What are the physical and human features of our school?	How can we take digital photographs of the human and physical features of our school?	How can we create a map of our school using compass points?	How can we survey our peers to find out more about our school?	What are the environmental issues around our school and how can we improve them?	Double page spread with pictures and writing about our school. Collaborative end of term knowledge map.
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Term 3 – What is the United Kingdom?

National Curriculum: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Resources to support planning: <https://manorhillfirst.co.uk/wp-content/uploads/2022/04/Geography-Curriculum-Year-1-.pdf>, previous planning (saved in folder)

By the end of this unit I will know....

Name and locate the 4 countries in the UK. (Lesson 2)

Name the 4 capital cities of the UK countries. (Lesson 4)

Identify characteristics of the four countries and capital cities of the UK. (Lesson 3, 5)

Name the seas that surround the UK. (Lesson 6)

Locate the UK on a world map, in atlases and on a globes. (Lesson 1)

Locate the 4 separate countries of the UK and the capital cities on a map of the UK (Lesson 2)

By the end of this unit I will know...

Using a simple compass and cardinal compass directions (north, south, west, east) (Lesson 2)

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
Know that a map or globe can show different places. Name where they live (town or village). Use geographical vocabulary to describe where they live (town).	Where in the world is the United Kingdom?	What are the countries of the United Kingdom?	What are the physical and human features of the United Kingdom?	What are the capital cities of the UK?	What are the physical and human features of the UK's capital cities?	What and where are the seas surrounding the UK?	Complete a map of the UK independently, labelling all countries and capital cities as well as surrounding seas. Collaborative end of term knowledge map.

Term 5 – Desert vs Salisbury Plain

National Curriculum: 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

Resources to support planning:

By the end of this unit I will know....

Compare a UK and non-European country by location, weather and climate. (Lesson 1, 2)

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Salisbury Plain) and a small area of another country (the Sahara desert) (Lesson 3, 4)

Know that I live in the United Kingdom, which is in Europe (Lesson 1)

Know that the Sahara Desert and Egypt are in Africa (Lesson 2)

By the end of this unit I will be able to...

Use locational and directional language (near and far, left and right) to describe the location of features and routes on maps. (Lesson 1)

Know North, South, East and West on a compass. (Lesson 1)

Know maps may use symbols to show geographical features or landmarks, and know that these require a key. (Lesson 1)

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. (Lesson 1)

<u>Prior knowledge to recap...</u> Describe similarities and differences between places (linked to story) Notice and describe similarities and differences between school/where	<u>Lesson 1</u> Where in the world are the UK and Egypt?	<u>Lesson 2</u> How is the weather in the UK different from the weather in Egypt?	<u>Lesson 3</u> What are the physical and human features of Salisbury Plain?	<u>Lesson 4</u> What are the physical and human features of the Sahara desert?	<u>Lesson 5</u> What is similar and different between the Sahara desert and Salisbury Plain? Physical features	<u>Lesson 6</u> What is similar and different between the Sahara desert and Salisbury Plain? Human features	<u>Assessment</u> Venn diagram – what is similar and different between the Sahara desert and Salisbury Plain? Collaborative end of term knowledge map
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they live with
other places.

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