

KS1 Geography Curriculum: Year 1 /2 2025-26

Enquiry Question, theme, & concept	Subsidiary enquiry questions	Key vocab (not exhaustive)	Contextual World Knowledge (know what & where)	Geographical Understanding (know how and why)	Geographical enquiry and skills (know how to)	Rationale
<p>Where in the World am I?</p> <p>Locality – my place in space</p> <p>Interaction</p>	<ol style="list-style-type: none"> Where am I now? (School focus – features of school). Map of school grounds. What type of place do I live in? Where do I live? Walk around local area. What is my local area like? What features can I identify on a map? How can we use a map to show what our local area is like? 	<p>Hill, sea, coast, Beach, cliff, river, valley,</p> <p>City, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Location of school and home (space)</p> <p>Type of settlement</p> <p>Human and physical features of local area</p>	<p>Begin to understand that some features in their local area are man-made and others occur in nature</p>	<p>Sketch map/map of school grounds with symbols</p> <p>Map skills to locate where they live, Devon, UK on a map</p> <p>Photograph interpretation – features</p> <p>Map symbols (child led)</p> <p>Fieldwork – local walk – land use/identifying features</p> <p>Directional language – near to/far from</p>	<p>In geography, children need to develop an appreciation of their own locality before they are introduced to less familiar places. In this unit we focus on the core disciplinary concepts to begin to introduce the idea of the physical location of a place, what it is like there, and how big it is/how far away it is.</p> <p>This unit is context dependent – i.e. Plympton location will begin to introduce the concept of being part of a big city, whereas Holbeton will develop awareness that their small village is far from a big city.</p>
<p>What is the weather like where we live?</p> <p>Weather Change</p>	<ol style="list-style-type: none"> What are the different types of weather? What type of weather do we get? How does the daily weather change? (weather diary and FW) How does weather affect our daily lives? How does our weather change over time? (Seasons) What weather don't we get? (Latitude) 	<p>North pole, south pole, equator, seasons, weather,</p>	<p>Types of weather</p> <p>Significant places on the World map (equator, poles)</p> <p>Location of the UK</p>	<p>Why we get the weather we do (latitude), i.e. we don't experience extreme weather (hot/cold) due to our location in the world</p> <p>Patterns of weather (seasons)</p>	<p>Weather diary</p> <p>Fieldwork – weather</p> <p>Weather symbols</p> <p>Map of the world – latitude</p> <p>Map of UK - rainfall map</p> <p>Weather report</p>	<p>Before moving to the wider context of the UK in the next unit, we introduce children to something else they experience everyday (familiar) – weather. This is the first thematic unit but can build on locational knowledge through the theme.</p> <p>Knowledge of seasons from EYFS can be retrieved and secured with an introduction to our location (latitude) so children can develop their understanding of our place in the wider world.</p>
<p>How similar and different is England to our neighbours in the UK?</p> <p>UK Diversity</p>	<ol style="list-style-type: none"> What are the four countries of the UK? What are the capital cities? (Scale) What are the human and physical features of England? What are the human and physical features of Northern Ireland? What are the human and physical features of Wales? What are the human and physical features of Scotland? 	<p>Countries and capitals, rivers, mountains, city, countryside, major landmarks (mountains, capital cities, forests), seas</p>	<p>For each country, focus on 2-3 key themes within each country.</p>	<p>Understand we live on an Island (part of the British Isles)</p> <p>Understand the 4 countries of the UK</p>	<p>My Place in Space</p> <p>Political and Physical maps to locate countries (show an example)</p> <p>Compass points</p> <p>Directional language</p> <p>Photo interpretation</p>	<p>Building on unit 1, children continue to develop their understanding of scale in this unit. Types of settlement can be introduced here when developing an understanding of what a capital city is. We actively try to avoid stereotypical cultural references of the countries in the UK. In this unit children are exposed to a range of map types and scales to continue to develop their locational knowledge. Human and physical features are used to reinforce and make links to capital cities.</p>

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<p>Where in the World are we?</p> <p>Continents/oceans</p> <p>Diversity</p>	<p>1. What are the continents and oceans?</p> <p>2-3. What continent do we live in and what is it like there? (different features of Europe, variety of maps/scales, weather/climate)</p> <p>4-5. How is the continent we live on different from other continents?(Africa)(latitude)</p> <p>6. Why does no one live here? (Antarctica)</p>	<p>Continent, country, ocean, sea, weather, beach, cliff, coast, port, harbour, city, town, hill, mountain,</p>	<p>Which continent do we live in</p> <p>Locate continents and oceans on a map and be able to describe where they are</p> <p>Physical and human features of Europe and Africa</p> <p>Weather and climate</p>	<p>Similarities and differences between continents due to physical factors such as latitude, hemisphere, and physical features, as well as human features.</p>	<p>Locate continents and oceans on a map and a globe, CLOCC, MPIS.</p> <p>Annotate a World Map with continents and oceans</p> <p>Locate equator, N/S hemisphere, tropics, poles.</p> <p>Photo interpretations to identify similarities and differences</p> <p>Use directional language to say how they might travel from one to another and how far they are away from each other (scale). Compass points. Name continents which have specific features, e.g. biomes/physical/human features.</p>	<p>This unit builds on year 1 and moves to a global scale. The intention here is not to cover ALL continents, other than to identify them on a variety of maps. This is so that we avoid a single-story misconception for continents. Children need to appreciate that each continent is diverse. Focus on Europe as familiar context first and then cover an additional two. Suggestion is to do Africa because the children will focus on North and South America more in KS2 as per the NC. Antarctica is an anomaly so is useful to mention and will support linking in vocabulary such as South Pole.</p>
<p>How does the geography of X compare to where I live?</p> <p>e.g. Hawaii</p> <p>Non-European place (small area)</p> <p>Diversity and change</p>	<p>1.Where in the world is Hawaii?</p> <p>2. What is the climate like in Hawaii?</p> <p>3. How is land used in Hawaii?</p> <p>4. What is life like in Hawaii?</p> <p>5. How is X within Hawaii similar and different to X within Devon?</p> <p>6. How is Hawaii similar and different to our part of Devon?</p>	<p>Continent, country, ocean, sea, weather, beach, cliff, coast, port, harbour, city, town, hill, mountain,</p>	<p>Human and physical features</p> <p>Climate of the place</p> <p>Landscape/land use</p>	<p>How and why is it similar and different to our local area:</p> <p>Human and physical reasons – location, climate, population</p>	<p>Maps to locate (different scales)</p> <p>CLOCC</p> <p>MPIS</p> <p>Photos to compare</p> <p>Climate data</p> <p>Written answer to enquiry question</p> <p>Be able to describe similarities and differences to our part of Devon using photos and maps</p> <p>Locate Hawaii on a map (different scales)</p> <p>Exposure to map symbols</p>	<p>You need your own clear rationale for the place you choose here. It can be because it doesn't feature in KS2, or because it does and you want it to form a basis to build upon, or because it has links to other subjects,. It could also be because you want to widen their cultural capital but it also may be because they have some existing knowledge of a place to build upon. This is a small area of a Non-European country so consider scale carefully, i.e. Hawaii is a state but you can study the island of Honolulu. You wouldn't study a whole country e.g. Kenya.</p>

<p>What is it like living at the coast? Or</p> <p>What happens on Dartmoor?</p> <p>Landscapes</p> <p>Interaction & change</p>	<ol style="list-style-type: none"> 1. What is a coast/Dartmoor? 2. Where is our nearest coast/where is Dartmoor? 3. How do/For what reasons do people use the coast/Dartmoor? 4. What are the positives of people using the coast/Dartmoor? 5. What are the negatives of people using the coast/Dartmoor? 	<p>Beach, cliff, coast, hill, mountain, sea, ocean, river, soil, valley, vegetation</p>	<p>Location of coasts/moors</p> <p>What is a coast/moor</p>	<p>How people use the coast/moor and how they impact it</p>	<p>Off-site fieldwork– enquiry process</p> <p>Google Earth/GIS</p> <p>Photo interpretation</p> <p>Exposure to map symbols</p>	<p>An opportunity to integrate the full enquiry process into fieldwork off site. Here you need a clear rationale for choice of location, i.e. did you choose coasts because you are nearby and think it is important that they understand their local area fully, or because you do not live near the coast so would like them to experience a different landscape? This unit provides an opportunity to reinforce the idea that human and physical worlds interact in a local context.</p>
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