

## Geography Year 1

### Where People Live

&

### My Local Area and the UK

#### Geography milestones

Steps	1	2	3	4	5	6	7	8
<b>Where People Live</b>	<p><b>Noticing people and places in the environment</b></p> <p>To recognise a picture of their house from a choice of two.</p> <p>To identify what I live in from a choice – tree, house, boat. (swap house for flat/bungalow if needed)</p> <p>To identify images from their own home.</p> <p>Build homes with blocks or playdough.</p> <p>Can match pictures of different homes – flat to flat, caravan to caravan,</p>	<p><b>Exploring familiar people and places</b></p> <p>To know their house number</p> <p>To know school is not a home and adults who work there live in a different place</p> <p>Can match pictures of different homes when on a local walk- will point to the picture of flats from a choice of two when looking at the flats.</p> <p>Can find all the pictures of homes from a mix of homes and other contrasting</p>	<p><b>Recognising and naming where people live and learn</b></p> <p>To know their street name and house number.</p> <p>Know if they live in the town or countryside.</p> <p>Can say what kind of home they live in.</p> <p>Can name the main rooms of a home – bedroom, kitchen, living room.</p> <p>Can identify the following types of home in real</p>	<p><b>Local communities and settlement features</b></p> <p>Identify features of different types of settlements - village, town</p> <p>Compare types of homes or buildings in different areas -flat vs. house using Venn diagrams or charts.</p> <p>Can find where they live on a digital map.</p> <p>Can draw a picture of their</p>	<p><b>Comparing and describing where people live in the UK</b></p> <p>Compare features of urban and rural places using photos or experiences.</p> <p>Can explain why homes might be different in cities compared to the countryside.</p> <p>Identify human features in a place where people live (e.g. roads, houses, schools).</p>	<p><b>Introducing global variation in where people live</b></p> <p>Describe how people live differently in contrasting place – Tokyo, Japan to where they live.</p> <p>Use images, videos, or simple data to compare daily life in Japan and the UK.</p> <p>Understand basic factors that affect</p>	<p><b>Analysing why settlements develop and how communities' function</b></p> <p>Explain how features (e.g. rivers, roads) influence where people settle.</p> <p>Compare their local community with Tokyo, Japan, focusing on urban development, housing styles, population density, and cultural aspects using</p>	<p><b>Understanding settlement patterns, planning, and global variation</b></p> <p>Explain how human and physical geography influence where people live.</p> <p>Identify advantages and disadvantages of different places to live.</p> <p>Analyse how the presence of natural features like</p>

	<p>bungalow to bungalow, house to house.</p> <p>Recognise people who they live with in photographs. Can sort pictures of what belongs in a house and what does not belong in a house. – bed or slide, table or tree, TV or boat.</p>	<p>places – parks, playgrounds, beaches.</p> <p>Can name people they live with.</p> <p>Will point to the bedroom and kitchen on a picture or diagram of a home.</p>	<p>life and pictures – house, flat, farmhouse, bungalow, cottage, caravan.</p> <p>Can talk about what is near their home- park shop or river etc.</p> <p>Know that not all homes look the same. Know that people need homes for sleep, shelter, to prepare food and to clean themselves.</p>	<p>home and nearby places.</p> <p>Can describe the inside of their house naming all of the different rooms.</p> <p>To know that homes can be in towns, villages, or the countryside.</p> <p>Can identify different kinds of houses – detached, semi-detached and terrace. Can find their home on a map.</p>	<p>Identify similarities and differences between where they live and a contrasting place in the world - Tokyo, Japan (high rise apartments and small urban homes) Can name shared spaces in their community – community centres, parks, schools, hospitals, churches, supermarkets.</p>	<p>where people live - near water, near transport.</p> <p>Explain in detail why homes differ between cities and countryside, considering factors such as space, population density, and lifestyle.</p> <p>Explain how community spaces serve the people living there.</p>	<p>pie charts and tables.</p> <p>Understand how community spaces meet the needs of people living there. Explain how rivers and roads help people choose where to live and how these features affect the size and shape of towns and cities</p>	<p>rivers and human-made features such as roads influence settlement patterns, economic activities, and urban growth</p>
Core Vocab	Home, house, bed, table, TV, kitchen, bedroom,	People, Mum, Dad, brother, sister, pet, Grandma, Grandad, live, inside, outside,	farmhouse, bungalow, cottage, caravan, near, sleep, shelter, different, same	detached, semi-detached and terrace, living room, dining room, bathroom, garage, drive,	Urban, rural, city, countryside, Compare, location, Population	Lifestyle, purpose, factors, environment, population density,	Urban development , culture, community	Development, access, industry
<b>My Local Area and the UK</b>	<p><b>Places around me</b></p> <p>To recognise a picture of their home from a choice of two.</p>	<p><b>Local features</b></p> <p>Recognise and name familiar places -Tesco, Kemball school, Mcdonalds</p>	<p><b>Places in our local area.</b></p> <p>Know their house number and street name.</p>	<p><b>Exploring the local area through fieldwork</b></p> <p>To name features seen</p>	<p><b>The six towns of Stoke on Trent</b></p> <p>Know the UK is made up of four countries</p>	<p><b>Comparing the six towns in Stoke on Trent</b></p> <p>To know the capital cities</p>	<p><b>Collecting data and interpreting maps and photographs</b></p>	<p><b>Own research project into two areas of the UK</b></p> <p>Label major rivers-</p>

	<p>Knows and follows familiar routes to places in school -the way to the library, the way to the classroom, the dining hall, PE hall, the office and the big playground.</p> <p>To recognise places using words, symbols or signs for classroom, library, dining hall, playground, school.</p> <p>To associate objects with familiar locations – book in the library, plate in the dining hall, ball in the PE hall and numicon shape for classroom.</p> <p>To sort different pictures of the school and Blurton shops taken from different angles.</p> <p>To know that their school is called Kemball School.</p>	<p>When shown a symbol knows the way to the following locations - library, the way to the classroom, the dining hall, PE hall, the office and the big playground.</p> <p>Uses symbols to identify areas of the school on a simple map by matching symbol to symbol.</p> <p>To know their house number.</p> <p>To recognise their home in a picture of their street.</p> <p>To recognise the Kemball School in pictures of other local schools.</p> <p>To match pictures to features seen on a local walk – post box, shop, bus stop, house, flats, cafe.</p>	<p>To know that Kemball School is in Stoke on Trent.</p> <p>Can find Kemball school on google maps with support.</p> <p>Sort pictures of different types of buildings – houses, shops and schools.</p> <p>To know the type of building they live in.</p> <p>Answer simple questions about their home – what they can see when they stand at their front door, who lives there.</p>	<p>on a local walk - post box, shop, bus stop, house, flats, cafe, gardens, pharmacy, car parks.</p> <p>To know that Stoke on Trent is made up of 6 towns – Burslem, Hanley, Fenton, Longton, Stoke and Tunstall.</p> <p>To locate Stoke on Trent on a map of the UK and on google maps.</p> <p>Identify two additional features to the above on a local walk.</p> <p>Use basic directional and locational language left/right, near/far when exploring the school grounds.</p>	<p>and name them</p> <p>Use a globe or map to show where the UK is in the world.</p> <p>To give a good estimate of where Stoke on Trent is on a blank map of the UK.</p> <p>To use maps to research what common features are found in the 6 towns of Stoke on Trent – high streets, housing estates, common shops, fast food restaurants and record findings in a table.</p> <p>Use simple geographical language North, South, East and West to locate the 6 towns in Stoke on a map.</p>	<p>of the four countries in the UK and locate them on a map.</p> <p>Compare the 6 towns of Stoke on Trent using maps, photographs , and personal experience using Venn diagrams, charts or annotated photographs and maps.</p> <p>Identify and label rivers, roads, and buildings on a map of Stoke on Trent.</p> <p>To describe simple routes from one town to another using directional language</p>	<p>To label the four countries and capital cities on a blank map of the UK.</p> <p>Use fieldwork to gather and present data in charts and graphs -traffic counting and building observations when looking at the following locations – Blurton and Biddulph.</p> <p>Interpret aerial photos, plans, and digital maps of places in the UK.</p> <p>Conduct a simple survey and present it in a table or graph</p> <p>Follow a route on a basic map using compass directions.</p>	<p>Thames, Severn; mountain ranges- Pennines, Grampians and landmarks. Hadrian's Wall and Stonehenge alongside countries and capitals in the UK.</p> <p>Compare fieldwork data from their own choice of two UK locations and present findings using bar charts, line graphs, or digital tools like Google Sheets.</p> <p>Plan and describe a route from Stoke on Trent to London using compass directions, map symbols, and</p>
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<p>Core Vocab</p>	<p>Home, classroom, library, dining hall, playground, school.</p>	<p>Tesco, Kemball school, Mcdonalds, Office, house, post box, shop, bus stop, house, flats, cafe.</p>	<p>Burton, Stoke-on-Trent, map</p>	<p>Burslem, Hanley, Fenton, Longton, Stoke and Tunstall, city, town, left/right, near/far,</p>	<p>UK, England, Scotland, Wales, Northern Ireland, north, South, East, West, high street, housing estate</p>	<p>London, Edinburgh, Cardiff, Belfast, North East, North West, South East, South West.</p>	<p>Compare, observe, type.</p>	<p>Pennines, Grampians, Hadrian's Wall, Stonehenge, conclusion,</p>