CELT KS1 Geography Unit Overviews and progression of Knowledge, Skills, Vocabulary and disciplinary concepts

Unit 1: Where in the World are we?

Inquiry question	Core Knowledge	Common Misconceptions	Disciplinary Concepts	Substantive Themes	Core Vocabulary	Suggested Activities	Success criteria	Assessment for learning
Lesson 1: Where are we in the world?	We live in a place that can be located at different scales: home, school, town, country, continent, world. The UK is part of the world. Geographers describe where places are by locating them within bigger places.	Our town is separate from the UK; The world and a country are the same thing; We only live in one place, not in places within places	Asking geographical questions; Understanding scale and perspective	Place; Space	place, world, country, UK, town, school	Mode A: Teacher models zooming out from classroom to world Mode B: Sequence cards Mode C: Map play Writing: I live in __. It is in __. It is in the UK. Oral: I am in… which is in…	use location language in correct order; speak in full sentences	Can pupils explain that places can be located at different scales?
Lesson 2: What are continents and oceans?	The Earth's land is organised into 7 continents. The Earth's largest bodies of water are organised into 5 oceans. Continents and oceans help us describe where places are in the world.	Continents are countries; Oceans are the same as seas; Land and water are organised randomly on a world map	Using and interpreting maps; Classifying geographical information	Space; Place	continent, ocean, land, water, globe, world map	Mode A: Model continents/oceans Mode B: Match labels Mode C: Puzzle maps Writing: Label world map Oral: This is the continent/ocean…	identify land and water; use continent and ocean accurately	Can pupils distinguish between continents and oceans?
Lesson 3: Where is the UK and what is it made of?	The UK is in Europe. The UK is made up of four countries. Each country has a capital city. England's capital city is London.	England and the UK are the same; London is the capital of every country; The UK is one country with no different parts	Using and interpreting maps; Understanding scale	Place	UK, England, Scotland, Wales, Northern Ireland, capital, London	Mode A: Model locating UK Mode B: Match capitals Mode C: Map play Writing: Label UK map Oral: The capital of…	name four countries; use capital correctly	Can pupils explain the difference between England and the UK?
Lesson 4: How do maps and globes help us know where we are?	Globes show the Earth as a sphere; maps show the Earth on a flat surface. Maps and globes help us locate countries, continents and oceans. Different geographical tools help us understand place and space.	Maps and globes show different worlds; A globe is just a toy; Maps are always better	Using and interpreting maps; Evaluating evidence	Space; Place	map, globe, locate, Earth, flat, round	Mode A: Compare globe/map Mode B: Find locations Mode C: Explore tools Writing: A globe helps… Oral: I would use…	explain how each tool helps	Can pupils select an appropriate geographical tool?
Assessment	The UK is in Europe and part of the world. The world has continents and oceans. Maps and globes help locate places.	Confusing country/continent/world; Thinking UK is a continent; Confusing oceans and continents	Using maps; Explanation	Place; Space	UK, Europe, continent, ocean, globe, map	Mode A: Review Mode B: Supported locating Mode C: Independent stations Writing: We know where we are… Oral: Consensus discussion	use vocabulary accurately; explain clearly	Can pupils locate and explain UK position?

Unit 2: Weather and Seasons

Inquiry question	Core Knowledge	Common Misconceptions	Disciplinary Concepts	Substantive Themes	Core Vocabulary	Suggested Activities	Success criteria	Assessment for learning
Lesson 1: What is weather and how can we observe it?	Weather describes what the air and sky are like at a particular time. Weather includes sunshine, rain, cloud, wind, and temperature. Weather can change from day to day.	Weather and season mean the same thing; Weather stays the same all day; Temperature only means hot	Fieldwork and observation; Asking geographical questions	Physical processes	weather, rain, sun, cloud, wind, temperature	Mode A: Model observing weather Mode B: Record chart Mode C: Outdoor station Writing: Today the weather is… Oral: I can see…	observe carefully; use vocabulary accurately	Can pupils describe the weather using observable evidence?
Lesson 2: How do the seasons change throughout the year?	There are four seasons: spring, summer, autumn and winter. Seasons follow a yearly cycle. The weather, daylight and natural world often change with the seasons.	Seasons happen in a random order; Every day in one season has the same weather; Summer is always hot and winter always snowy	Analysing data; Explaining patterns and processes	Physical processes; Change	season, spring, summer, autumn, winter, daylight	Mode A: Model seasons cycle Mode B: Sort images Mode C: Role play Writing: In winter… Oral: Spring comes after…	name seasons in order; describe patterns	Can pupils explain how the seasons change across the year?
Lesson 3: Why are some places hotter and colder than others?	Places near the Equator are usually hotter. Places near the North Pole and South Pole are usually colder. This is a global pattern.	Hot places are deserts; UK near pole; Equator is a country	Explaining patterns and processes; Understanding scale	Physical processes; Space	Equator, North Pole, South Pole, hot, cold	Mode A: Model globe Mode B: Sort hot/cold Mode C: Map exploration Writing: It is hot because… Oral: The North Pole is…	identify Equator/poles; describe pattern	Can pupils explain the basic hot/cold pattern?
Lesson 4: How does weather affect how people live?	Weather affects clothing, homes and activities. People adapt to different weather conditions.	Same lifestyle everywhere; Weather doesn't affect life; Hot always easier	Evaluating evidence; Explaining processes	Human processes; Interdependence	clothing, shelter, climate, adapt	Mode A: Model comparison Mode B: Match clothing/homes Mode C: Role play Writing: People in cold places might… Oral: I would need…	link weather to human choices	Can pupils explain one way weather affects life?
Assessment	Weather changes daily; seasons yearly; climate varies globally.	Confusing weather/climate; Not linking to human choices	Observation; Data interpretation; Explanation	Physical processes; Human processes	weather, season, climate	Mode A: Review Mode B: Compare places Mode C: Apply tasks Writing: Weather is different because… Oral: Consensus discussion	distinguish weather/season; explain patterns	Can pupils explain variation?

Unit 3: Maps

Inquiry question	Core Knowledge	Common Misconceptions	Disciplinary Concepts	Substantive Themes	Core Vocabulary	Suggested Activities	Success criteria	Assessment for learning
Lesson 1: What is a map and what does it show us?	A map is a representation of a real place viewed from above. Maps help us locate places and understand space. Maps are not the place itself—they are a model of reality.	A map is a picture; Maps show only countries; A map is the real place; Everything must look exact	Using and interpreting maps; Understanding scale and perspective	Space; Place	map, place, aerial view, location	Mode A: Compare map vs real Mode B: Match objects Mode C: Play Writing: Draw classroom map Oral: This map shows…	describe representation	Can pupils explain maps represent places?
Lesson 2: How do symbols help us read maps?	Maps use symbols to represent real-world features. A key explains what symbols mean. Symbols simplify information.	Symbols are random; Key not needed; Symbols exact pictures	Using maps; Evaluating evidence	Space	symbol, key, feature	Mode A: Model key Mode B: Match symbols Mode C: Create symbols Writing: Label map Oral: This symbol means…	use symbols correctly	Can pupils use a key?
Lesson 3: How do we use directions to move around a map?	Maps use cardinal directions. Directions describe location and movement. North is usually at the top.	Direction depends on body; North always up; Left = west	Using maps; Spatial relationships	Space	north, south, east, west	Mode A: Model directions Mode B: Follow instructions Mode C: Outdoor game Writing: Direction sentence Oral: You move…	use direction language	Can pupils follow directions?
Lesson 4: How can we make our own map of a place?	Maps can be created using symbols, keys and layout. Maps must be clear and organised. Map-making involves selecting important features.	Maps must include everything; Bigger = important; Must look like picture	Fieldwork and observation; Map use	Space; Place	map, symbol, key, layout	Mode A: Model creation Mode B: Guided map Mode C: Independent map Writing: Label map Oral: My map shows…	include symbols and key	Can pupils create a usable map?
Assessment	Maps represent places and help us locate, describe and navigate.	Confusing maps with pictures; Misusing symbols; Direction confusion	Using maps; Explanation	Space; Place	map, symbol, direction	Mode A: Review Mode B: Solve problem Mode C: Independent map Writing: A map helps… Oral: Consensus discussion	explain clearly	Can pupils use maps effectively?

Unit 4: Homes Around the World

Inquiry question	Core Knowledge	Common Misconceptions	Disciplinary Concepts	Substantive Themes	Core Vocabulary	Suggested Activities	Success criteria	Assessment for learning
Lesson 1: What is a home?	A home is a place where people live, rest and belong. Homes meet human needs such as shelter and safety. Homes exist in different environments.	A home must look like mine; House = home; A home is just a building	Asking geographical questions; Understanding perspective	Place; Human processes	home, shelter, safe	Mode A: Model homes Mode B: Sort photos Mode C: Role play Writing: A home is… Oral: All homes…	describe purpose of a home	Can pupils explain what homes have in common?
Lesson 2: How are homes different around the world?	Homes differ in size, materials, shape and layout. Materials vary.	All homes are brick; Bigger = better; Other homes unusual	Similarity and difference; Evidence	Place; Diversity	material, brick, wood, stone	Mode A: Model comparison Mode B: Match materials Mode C: Build models Writing: This home is different… Oral: One similarity…	identify similarities and differences	Can pupils compare homes?
Lesson 3: Why do homes look different?	Climate and environment influence homes. Materials are chosen for suitability. Homes are adapted.	Only style matters; Climate irrelevant; Same materials everywhere	Explaining patterns; Evidence	Physical + Human; Interdependence	climate, environment, adapt	Mode A: Model links Mode B: Match homes Mode C: Design Writing: This home is built… Oral: It needs…	link home to environment	Can pupils explain why homes differ?
Lesson 4: How does where people live affect daily life?	Location affects transport, clothing, jobs and routines. Daily life differs.	All lives same; Only choice matters; Geography not linked	Perspective; Comparison	Place; Human processes	daily life, transport	Mode A: Model comparison Mode B: Sort routines Mode C: Role play Writing: In both places… Oral: A similarity…	compare daily life	Can pupils explain how place affects life?
Assessment	Homes and life vary by environment and needs.	Stereotyping; Not linking environment	Comparison; Explanation	Place; Interdependence	home, climate, adapt	Mode A: Review Mode B: Compare Mode C: Apply Writing: Homes are different… Oral: Discussion	use evidence; explain	Can pupils explain how environment shapes homes?

Unit 5: Comparing Places

Inquiry question	Core Knowledge	Common Misconceptions	Disciplinary Concepts	Substantive Themes	Core Vocabulary	Suggested Activities	Success criteria	Assessment for learning
Lesson 1: What is our local area like?	Local areas have human and physical features.	Everything outside is physical; Parks natural; Local=school only	Fieldwork; Observation	Place; Human + Physical	local area, human feature, physical feature	Mode A: Model observation Mode B: Classify Mode C: Map play Writing: I can see… Oral: This is…	classify features	Can pupils identify human/physical features?
Lesson 2: What is a different place like?	Different places have different features.	One photo shows everything; All places same type	Evidence; Perspective	Place; Interdependence	locality, compare, city, village	Mode A: Introduce place Mode B: Compare Mode C: Role play Writing: This place is different… Oral: I notice…	describe place	Can pupils describe a contrasting place?
Lesson 3: What is the same and different?	Places can be compared using features.	One difference = total difference; Same = identical	Similarity and difference; Evidence	Place	same, different, compare	Mode A: Model compare Mode B: Venn Mode C: Sort Writing: Both places… Oral: A difference…	compare using evidence	Can pupils compare two places?
Lesson 4: Why are places different?	Differences come from environment and human decisions.	Only human choice matters; No link human/physical	Explaining processes	Human + Physical; Interdependence	environment, settlement, climate	Mode A: Model causes Mode B: Match reasons Mode C: Design Writing: This place is… Oral: I think…	explain reasons	Can pupils explain why places differ?
Assessment	Places differ due to human and physical factors.	No explanation; Only description	Comparison; Explanation	Place; Interdependence	compare, feature	Mode A: Review Mode B: Compare Mode C: Apply Writing: Our area is… Oral: Discussion	explain clearly	Can pupils compare and explain places?

Unit 6: Physical Features

Inquiry question	Core Knowledge	Common Misconceptions	Disciplinary Concepts	Substantive Themes	Core Vocabulary	Suggested Activities	Success criteria	Assessment for learning
Lesson 1: What is a physical feature?	Physical features are natural parts of Earth.	Everything outside is physical; Parks natural	Asking questions; Classification	Physical processes; Place	physical feature, hill, river, forest	Mode A: Model sorting Mode B: Classify Mode C: Play Writing: A physical feature is… Oral: This is physical…	identify physical features	Can pupils identify physical features?
Lesson 2: What are coasts and rivers like?	Coasts meet sea; rivers flow.	Beach = coast; All water river	Map use; Evidence	Physical processes	coast, river, beach, cliff	Mode A: Model features Mode B: Sort Mode C: Water play Writing: Label diagram Oral: A coast is…	distinguish river/coast	Can pupils describe water features?
Lesson 3: What are hills, mountains and forests like?	Hills vs mountains; forests dense trees; vegetation = plant life.	Hills = mountains; Forest few trees	Comparison; Evidence	Place; Natural world	hill, mountain, forest, vegetation	Mode A: Model compare Mode B: Sort Mode C: Build Writing: A mountain is… Oral: Vegetation means…	compare features	Can pupils describe land features?
Lesson 4: How do physical features shape places?	Features affect transport and settlement.	Land doesn't affect life; Build anywhere	Explaining processes	Physical + Human; Interdependence	landscape, feature, settlement	Mode A: Model explanation Mode B: Match Mode C: Design Writing: This place is… Oral: A river can…	link features to use	Can pupils explain impact?
Assessment	Landscapes include rivers, coasts, hills and forests which shape places.	Confusing human/physical; Naming only	Classification; Explanation	Physical processes; Place	landscape, river, coast	Mode A: Review Mode B: Classify Mode C: Apply Writing: Physical features shape… Oral: Discussion	explain clearly	Can pupils explain how landscapes shape places?