



Geography Curriculum Knowledge and Skills Progression Map

Curriculum Requirements	
<p><u>KS1</u></p> <p>Pupils should develop knowledge about –</p> <ul style="list-style-type: none">● the world● the United Kingdom● their locality <p>They should –</p> <ul style="list-style-type: none">● understand basic subject-specific vocabulary relating to human and physical geography● begin to use geographical skills, including first-hand observation, to enhance their local awareness	<p><u>EYFS Prior Knowledge before starting KS1:</u></p> <ul style="list-style-type: none">● Knowing what a photo is.● Human and physical – what is man-made? What is natural?● What is a town? What is countryside?● Where do we live?● Awareness of seasons and its affects on us● Weather chart – it changes- weather symbols● Knowing that there are different countries/people etc.● What is it like in UK?● Bodies of water and their environment- place names <p><u>EYFS Prior Skills before starting KS1:</u></p> <ul style="list-style-type: none">● Naming / describing● Noticing / observing /exploring● Drawing / recording● Adding detail● Comparing● Identifying● Developing research skills● Developing geographical vocabulary
KS1 Geography National Curriculum Strands	

Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
<p>Each aspect (key knowledge and skill) of the FHIS Geography curriculum is colour coded to show progression within and across year groups. Key Knowledge and Skills are shown down the side and experiences at the bottom of the page.</p>			

Year 1				
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 1 (4-5 lessons)	Spring 1 (4-5 lessons)	Summer 1 (4-5 lessons)
	Learning Adventure	Outside and Inside Waste Warriors	Globe Trotters Nature Lovers	Health Heroes Water Wizards
<p>Locational Knowledge:</p> <ul style="list-style-type: none"> Can name and locate the world's seven continents and five oceans Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place Knowledge:</p> <ul style="list-style-type: none"> Understands 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 <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Can 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 and; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	Key Knowledge	<ul style="list-style-type: none"> An aerial photograph is a photograph taken from above. It allows you to see lots of roads at once, like on a map. Maps have symbols on them to show us important buildings and other features of the area. Human features are characteristics of a place that were made by humans, for example shops and roads. A comparison of Urban and Rural areas. Physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants). Towns and countryside have similar and different geographical features. Know that a compass gives you directions. Know the 4 main points on a compass (North, East, South, West). To know that Daventry is a town. 	<ul style="list-style-type: none"> Knows and can explain what the weather is like in our country. Knows and can name 4 types of weather that happen in the UK. Knows that weather changes throughout the year and can name the seasons. Knows and can explain how the weather can affect us Knows and understands some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings Knows and can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do. Knows and understands what weather forecasts show Knows 3 or more weather symbols and can explain what they show Knows what hot and countries might look like and how they might differ according to the weather Knows three facts about the Uganda Know that there is a North and South pole. 	<ul style="list-style-type: none"> London is the capital city of England. England is one of four countries in the U.K. The four countries in the U.K are: England, Scotland, Wales and Northern Ireland. The capital cities of each country in the U.K. are: London, Edinburgh, Cardiff and Belfast. The seas surrounding the U.K are: The English Channel, North Sea, Irish Sea and the Atlantic Ocean. Key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches. Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops.
<p>KS1 Skills and Fieldwork End Points:</p> <p>Children will be able to –</p> <ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Use aerial photos and construct simple maps Undertake simple fieldwork within school locality 	Key Skills	<ul style="list-style-type: none"> Name and give examples of some of the key features of their local area. Use observational skills to sort physical and human features using aerial photographs. Construct a map of the classroom using fieldwork observations. Use and recognise some basic map symbols, and begin to understand how these can be used in a key. Compare geographical features of towns and the countryside using their existing observations, maps and photographs. Observe/identify a compass being used on a map. 	<ul style="list-style-type: none"> Observe the weather and seasonal changes. Record observations in a weather diary. Describe what weather forecasts show. Work cooperatively (with a partner) to present a weather forecast for parts of the UK. Use 5 new key words to talk about the different types of weather and can explain what these words mean to my partner. Use ICT to design a poster campaign to help people look after themselves in very hot weather. Begin to locate a hot and cold county on a world map. Can research the Arctic with my partner and present facts to class friends. Use map skills to locate hot and cold places. Locate (find) the Arctic on a world map or a globe. Begin to locate other places such as the North Pole, South Pole and Antarctic. 	<ul style="list-style-type: none"> Use globes, maps and atlases to locate the countries and capital cities of the U.K. Use a growing range of subject specific vocabulary. Use aerial photographs to begin to locate countries. Use basic geographical vocabulary to refer to human and physical features.
School Experiences				

	<ul style="list-style-type: none"> Children will learn about their local area by going on a local walk around Daventry to the Country Park. They will identify local landmarks, facilities and features of the area. Children will learn about their school environment by walking around school. 	<ul style="list-style-type: none"> Children will observe the weather from suitable vantage points, including the school fort, during fieldwork. World Book Day Smart day to explore different countries. 	<ul style="list-style-type: none"> Children will learn about the location of their homes and school in the wider context of the U.K. and the world. They will start to understand the similarities and differences between where they live and other places.
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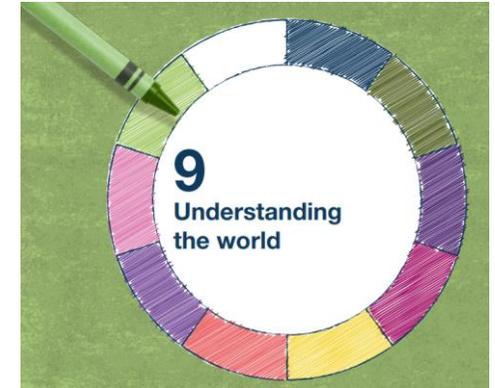
Year 2				
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 1 (4-5 lessons)	Spring 1 (4-5 lessons)	Summer 1 (4-5 lessons)
Locational Knowledge: <ul style="list-style-type: none"> Can name and locate the world's seven continents and five oceans Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place Knowledge: <ul style="list-style-type: none"> Understands 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 Human and Physical Geography: <ul style="list-style-type: none"> Can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Can 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 and; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	Topic	Outside and Inside Waste Warriors	Globe Trotters Nature Lovers	Health Heroes Water Wizards
	Key Knowledge	<ul style="list-style-type: none"> The compass directions are North, South, East, West Develop knowledge of map symbols (river, church, roads etc) by using them on their own map keys, as well as identifying on others' To know to follow a route on an aerial map and be able to describe features on a map To know the compass points and how to use these to navigate To know that Daventry is a town and develop understanding of the countryside having different geographical features. To know that London is a city and that cities have different geographical features than the countryside To know that most countries have a capital city and that London is the capital city of the UK To know the term 'land use' and know some ways that land use is different in the countryside than in their local area 	<ul style="list-style-type: none"> To know that they live in Daventry, which is a town in the country England. To know that a country is a nation with its own government. To know that there are human and physical features within an area To know that Uganda is a country in Africa and be able to locate it on world map To know that Uganda lies on the equator and that the distance from the equator affects weather To know what life is like for people living in Uganda To know what school and family life is like in Walukuba West and Kyomya (pronounced 'chomya'). To know the difference between physical and human features. 	<ul style="list-style-type: none"> A continent is a land mass and an ocean is a large body of water (and the names of each) There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia The majority (71%) of the world's surface is covered by water The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic. The climate is different across continents (and to be able to give examples of contrast, e.g. Asia and Antarctica) The equator is the hottest part of the world and it relates to the Earth's orbit around the sun Name and locate the 4 countries and capital cities of the UK independently.
KS1 Skills and Fieldwork End Points: Children will be able to –	Key Skills	<ul style="list-style-type: none"> Use simple compass directions To be able to use a compass to navigate Plot and navigate a simple route on a map (around school, to the Country Park). Recognise basic map symbols and use these in a key Compare the land use of Daventry and surrounding areas. Express views about the environment and begin to suggest improvements with reasoning . Use a growing range of subject specific vocabulary To use a map of the UK to locate 	<ul style="list-style-type: none"> To identify and recognise human and physical features of their locality from aerial photographs and relate these to maps (includes using google maps and satellite images) To use simple fieldwork and observational skills to study their local environment To be able to locate Uganda on a world map and relate the concept of north, south, east and west to a map of the world and a globe. To be able to recognise geographical similarities and differences between their local area and a non-European small area through the analysis of photographs, maps, aerial photographs and film clips. To be able to compare their lives to those of children in Uganda through observations of film clips, reviews of children's 	<ul style="list-style-type: none"> To be able to use basic geographical vocabulary to refer to human and physical features Use world maps, atlases and globes to identify the locations of the United Kingdom and its countries, continents and oceans of the world To use basic geographical vocabulary e.g. north, south, east and west Research and write facts about a country, continent and ocean*

		<p>Daventry.</p> <ul style="list-style-type: none"> To identify features of Daventry on an aerial map. 	<p>work/textbooks and consideration of geographical features.</p> <ul style="list-style-type: none"> Make comparisons between different continents and oceans (animals, temperature, clothing, jobs, houses) * * 	
School Experiences				
	<ul style="list-style-type: none"> Children will learn about their local area by going on a local walk around Daventry to the Country Park. Trip to Country Park. They will identify local landmarks, facilities and features of the area. Children will learn about their school environment by walking around school. Road Safety Smart Day- learning about local roads. 	<ul style="list-style-type: none"> Children will raise money and make contact with school links in Uganda through letters and pictures. Uganda Smart Day 	<ul style="list-style-type: none"> Children will research and explore a country of their choice for a Home Learning project. Beach Smart day 	

Understanding the world

EYFS Statutory Educational Programme:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.





Children in reception will be learning to:

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Examples of how to support this:

During dedicated talk time, listen to what children say about their family.

Share information about your own family, giving children time to ask questions or make comments.

Encourage children to share pictures of their family and listen to what they say about the pictures.

Using examples from real life and from books, show children how there are many different families.

Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.

Listen to what children say about their own experiences with people who are familiar to them.



Children in reception will be learning to:

Examples of how to support this:

Draw information from a simple map.

Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.

Familiarise children with the name of the road, and or village/town/city the school is located in.

Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.

Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

Understand that some places are special to members of their community.

Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.

Take children to places of worship and places of local importance to the community.

Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.

Recognise that people have different beliefs and celebrate special times in different ways.

Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.

Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.



Children in reception will be learning to:

Understand the effect of changing seasons on the natural world around them.

Examples of how to support this:

Guide children's understanding by draw children's attention to the weather and seasonal features.

Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.

Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.

Look for children incorporating their understanding of the seasons and weather in their play.

