



Geography Curriculum Disciplinary Knowledge Progression Map



Curriculum Requirements			
<p style="text-align: center;"><u>KS1</u></p> <p style="text-align: center;">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

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.

UW EYFS	Autumn	Spring	Summer	Year 1 Autumn
EYFS UW	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Continue to develop positive attitudes about the differences between people. <p><i>Children in Reception</i></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. <p><i>Explore the natural world around them.</i></p> <ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. 	<p><i>Plant seeds and care for growing plants.</i></p> <ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p><i>Children in Reception</i></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. <p><i>Draw information from a simple map.</i></p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Continue to develop positive attitudes about the differences between people. <p><i>Children in Reception</i></p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. Explore the natural world around them. • Describe what they see, hear and feel whilst outside. 	<p>Geography Locational knowledge Know where they live Know how they travel to school Knowledge of places Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos Talking about places they have been to Talk about places in stories Using language that relates to place Human and Physical geographical knowledge Recognise elements of their environment that are man-made and natural Using maps Make maps from stories Follow simple maps in play</p> <p>History Using language associated with the past Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past Remembering and discussing their own lives Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order Talking about things they have done with people that are special to them Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order. Recognising chronology within stories Talk about the order of events in a range of familiar stories Recognise language in stories that shows the story happened in the past.</p> <p>R.E Believing To know that different people have different faiths To know that some stories come from different holy books, and to express ideas in response to those stories</p> <p>Living To know that different people have different times of celebration To understand that different people have different ways of celebrating major events To know that people of all faiths can and do live well alongside each other To enjoy joining in with family customs and routines To be able to express some of their own families' customs and traditions</p> <p>Expressing To know that different people have a range of different ways of showing their beliefs, including prayers and worship To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> <p>Science Working scientifically To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them To compare objects in their environment and talk about similarities and differences To ask questions about the world around them, and seek to find their own answers</p> <p>Plants To know what a plant is To know what a flower is</p>
UW Progression 'We use our eyes to look and brains to think'	<p>Geography- Photos- knowing what a photo is. Location- School ground/environment .Where do we live? Awareness of seasons and its effects on us Visit churches</p>	<p>Geography-sponsored child Photos- looking at and knowing where it came from Location- School grounds Where do we live? What is it like in UK? Links to famous people through history and where they live. Foods in other countries.</p> <p>Physical features- Bodies of water and their environment- place names -begin to understand man-made or natural Skills- Naming / describing Identifying</p>	<p>Geography- Developing geographical vocabulary Photos- looking at and knowing where it came from and make observations about what we notice. Photos used across all other areas in UW to display ideas. Location- School grounds What is a town? What is countryside? Knowing that there are different countries/people etc. Maps Shakespeare's house. Queens house.</p>	

	<p>Physical features-what features can you see in the school grounds. Skills- Noticing / observing /exploring Weather- weather chart – it changes- weather symbols. Learn about seasons autumn and winter. History- Time- Experience Starting school People change from baby, parent and grandparents based on their family. Different family types and generations. Fizz’s friends Famous people/Past- What is a fire/ firework? What these are like? Bonfire night. Guy Fawkes Science-exploration Living things-Explore Humans – To know some parts of the human body. Animals – To name different animals and know where they live. Computational thinking- Barefoot – autumn season Computational thinking- Barefoot – winter season Materials- To be introduced to different materials and how they feel. Touch and feel Fantastics R.E- Festivals/celebrations Harvest, Halloween Special days Continue to develop positive attitudes about the differences between people. Birthdays, Diwali, Bonfire, Hanukah, Christmas Focus on a different celebration linked to a faith each week. Link these to Fizz’s friend’s persona dolls.</p>	<p>Weather- learn about seasons-spring to know that the seasons change Computational thinking- Barefoot – Spring History- Time- Asking questions about things I have seen/ experienced Naming different put things in order of when they happened, e.g.: in a story or in theday. clothing Famous people/Past - What is a king, queen and where they lived. The queen, Shakespeare. Why they are famous. Science-testing Living things -Sort- Plants – To know that plants are living things that grow. Classify animals by sorting into groups. Begin to look at animal habitats and where they live. Plants we can eat. Plant life cycles. What grows when. Foods in other countries. Flour-what, how, what. Materials- To know different materials and how to sort them into groups. Investigating magnets and how they work. Explore materials/sorting/classifying Animals Habitats R.E- Festivals/celebrations Chinese New Year Pancake Day Special days</p>	<p>Physical features- Human and physical – what is man-made? What is natural? Natural/physical features of coasts/marines .Knowing people live in houses made of brick. Emergency services buildings. Places of worship. Bodies of water. Skills- Drawing / recording Adding detail Comparing Developing research skills Weather- learn about seasons-Summer To know that the seasons change. Where does water come from? How to save water. Computational thinking- Barefoot – Season Summer History- The Queen/Shakespeare/St George. Who, what where. Transport new and old including boat comparisons. Emergency services past and present. Passing of time comparisons of monarchs through history. Places of worship past and present. Time- Knowing time passes; a day is longer than a minute Famous people/Past - who help us e.g.: fireman, police, doctors, teachers Knowing different transports say what is the same / different part and present. Science- our senses, healthy bodies, healthy minds, what our bodies need. Water and where it is from and why it is good for us. How things work and why. magnets. Flowers, food colouring. Water. Testing materials. Rainbows refraction. Mixing colours.floating and sinking. Computational thinking- Barefoot – busy bodies Computational thinking- Barefoot – floating and sinking Living things-Classify animals, plants, mini beasts. Marine habitats, rock pools and coral reefs. Human impact. Materials- To know different materials and how to classify them. looking at properties and their uses. R.E- Festivals/celebrations Special days Wesak – Buddhist. Christianity linked to the Queen/Shakespeare. How different faiths celebrate birthdays. Buddhism/meditation. Islam what is a celebration and how others faiths celebrate and why. Places of worship. Special texts. Comparing and contrasting. Re visit Noah’s ark. Rainbows</p>	<p>To know where you see plants To describe different plants and flowers Animals including humans To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of Everyday materials To recognise that different everyday objects are made from different materials To describe how different objects look and feel Seasonal changes To know about different types of weather To observe changes in trees and plants as the seasons progress Computing Safe, effective and competent use of technology Awareness of different technologies in and out of school Awareness of the cause and effect of technology Awareness of digital storage of information- photography, digital writing and research information Awareness of input and outputs of devices Can use technology to express creatively and constructively Computer science and coding Algorithms, programming Awareness of the cause and effect of technology Awareness of digital storage of information- photography, digital writing and research information Awareness of input and outputs of devices Can use technology to express creatively and constructively Using information effectively Personal information, software/application knowledge Awareness of different technologies in and out of school Awareness of the cause and effect of technology Awareness of digital storage of information- photography, digital writing and research information Awareness of input and outputs of devices Can use technology to express creatively and constructively</p>
useful sites Programmes	CBeebies -Down on the farm, my first festivals, Let’s celebrate, Maddy don’t you		Computing - Barefoot- computing- computational	

to watch	know, Tell me why? YouTube RE DVD festivals	thinking, concepts and approaches. Hardware/software- I pads, IWB, Beebots, laptops, remote control devices, CD Roms, DVD's, sound buttons.
<p style="text-align: center;">assessments Termly AFL grids Weekly classroom monitoring</p>		<p style="text-align: center;">Interventions Small group work intervention</p>

Year 1				
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 1 (6-7 lessons)	Spring 1 (4-5 lessons)	Summer 1 (5-6 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 	<p>Key Substantive Knowledge</p>	<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- such as school surroundings. . 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. Know that Daventry has shops, houses, parks and roads. Know that my school is in Daventry. 	<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. Know that weather describes how hot, cold, wet, dry, calm, stormy, clear or cloudy it is in a place. The weather can be different in different places at the same time. We use the weather forecast to predict what the weather might be like. We use symbols instead of words. The temperature is shown by numbers. 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 cold countries might look like and how they might differ according to the weather Knows three facts about the Uganda relating to weather and location. Know that there is a North and South pole. Know how hot/cold weather can affect life such as growing of crops. Uganda is a hot country reaching temperatures. Weather in Uganda is hot, dry and humid. 	<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 	<p>Key Components</p>	<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 route using a map and 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. • Use simple maps to solve problems such as planning routes and finding places around school. 	<ul style="list-style-type: none"> • Observe the weather and seasonal changes. • Draw and show weather symbols. • 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. • Use map skills to locate hot and cold places. • Look at aerial photographs of different countries to compare. • Begin to locate other places such as the North Pole, South Pole and the Artic. 	<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.

		Year 2		
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 1 (6-7lessons)	Spring 1 (4-5 lessons)	Summer 1 (5-6 lessons)
	Topic	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 	Substantive 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 Daventry is located in England. 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 To know that land use refers to how the land is used. To know that different areas use the land differently to meet different needs of the people living there. E.g: Countryside is sparse of people and use land for farming. Cities use land for buildings etc. To compare and contrast London and Daventry land use. To identify human and physical features of Daventry. To know the difference between physical and human features. 	<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 climate relates to a country's weather and temperatures as well as location to the equator. To know that Kampala is the capital city of Uganda. To revisit the human and physical features within Daventry. To know England is a country. Name and locate the 4 countries and capital cities of the UK. 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 and climate To know what life is like for people living in Uganda To know that population relates to how many people are in an area such as a country. To know that wildlife related to animals, plants and habitats. 	<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 are 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
<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 Component Knowledge	<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). To observe human and physical features of Daventry on maps of Daventry. Recognise basic map symbols and use these in a key To use simple fieldwork and observational skills to study their local environment 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) 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 Daventry. 	<ul style="list-style-type: none"> To identify and recognise human and physical features of Kampala from aerial photographs and relate these to maps (includes using google maps and satellite images) 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 work/textbooks and consideration of geographical features. Make comparisons between different continents and oceans (animals, temperature, clothing, jobs, houses) * * 	<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 and compass directions e.g. north, south, east and west to describe the location of different countries/continents and oceans in comparison to one another. Research and write facts about a country, continent and ocean*

		<ul style="list-style-type: none"> ● To identify features of Daventry on an aerial map. 		
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 ● Writing letters/cards to our Special sponsor child in Uganda 	<ul style="list-style-type: none"> ● Children will research and explore a country of their choice for a Home Learning project. ● Beach Smart day 	

