

Geography Progression Overview – KS1

Cycle A	KS1 National Curriculum Requirements	Year 1 / 2 Autumn Term 1	Year 1 / 2 Autumn Term 2	Year 1 / 2 Spring 2
Human and Physical	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	<p>Why does it matter where my food comes from?</p> <p>Children should begin to refer to features that are part of the natural environment as physical features, and features that have been created by people as human features – field, hedge, pasture, trees, farmhouse</p> <p>A farm is an area of land and its buildings which are used for growing crops and raising animals. Name different types of farms – dairy, mixed, arable (crop), pastoral (animals)</p> <p>A dairy farm is a farm that keeps herds of cows to produce milk/ to be sold as milk and other products.</p> <p>Begin to understand why selling local products is good. – Provides jobs, money into the community, reduces pollution.</p>	<p>Where in the world is home for Denise and how does it compare with where I live?</p> <p>Further use of geographical vocabulary – human features and physical features – pupils should be able to name different human and physical features of Ouston & Soufriere - <i>house, shop, hill, field, beach, mountain, road, park, garage, plants,</i></p> <p>Know that the blue on the globe represents seas and oceans - Understand that around 70% of the earth is covered by seas/oceans.</p> <p>Know that we have seven continents - (Africa, Antarctica, Asia, Australia, Europe, North America, South America) and five oceans (Pacific, Atlantic, Indian, Southern, Arctic).</p> <p>Identify hot and cold places around the world – know that places near the equator are hot. The further away from equator the colder it gets.</p>	<p>Why do we love being beside the seaside so much?</p> <p>Continue to consolidate use of vocabulary ‘human and physical features.’ - recognise human as man-made, physical as natural/would be there without man.</p> <p>Identify main physical and human features of a seaside environment – beach, cliff, harbour, promenade, rock pools, cave, sand dunes, lighthouse</p> <p>Identify and describe Urban, rural and coastal.</p> <p>Urban –large towns and cities. Built up areas, factories Rural –anything linked to places in the countryside. Fields, open land. Coast – the boundary where the land meets the sea. Beach, sea, cliffs.</p> <p>Children should recognise that that places and environments do not</p>

Geography Progression Overview – KS1

				neatly demarcate themselves one from another!
Locational knowledge	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Children should be able to name the four nations of the United Kingdom and their capital cities - Scotland, England, Wales, Northern Ireland, Edinburgh, London, Wales, Belfast.</p> <p>Name and locate home and Devon on a map.</p> <p>Describe what Devon is like and why it is good for dairy farms – flat & warm</p> <p>Identify Costa Rica on a map and investigate why it is good for growing bananas - know that the climate of Costa Rica is hot and wet (tropical). It is near the equator.</p>	<p>Know that the word location means the position of something in the world.</p> <p>Name and locate the world's seven continents and five oceans –(Africa, Antarctica, Asia, Australia, Europe, North America, South America) and five oceans (Pacific, Atlantic, Indian, Southern, Arctic).</p> <p>Use language - temperate, tropical and polar and describe in simple terms – tropical = very hot and wet, rainforests; temperate = warm, lots of rain, cold in winter; polar = very cold</p> <p>Know that the UK has a temperate climate and that Soufriere has a tropical climate – Soufriere is hotter than the UK.</p> <p>Locate the equator on a globe and use maps to name some of the countries that are near to the equator - <i>Ecuador, Uganda, Kenya, Indonesia and St Lucia</i>. Know that</p>	<p>Children should know that every 12 hours the sea level rises and falls in a cycle known as 'the tides.'</p> <p>Understand that creatures living in rock pools are well suited to life there. Children should use the word 'adapted' when considering this.</p>

Geography Progression Overview – KS1

			<p>countries in this region tend to have a tropical climate.</p> <p>Children should be able to name the four nations of the United Kingdom and their capital cities - Scotland, England, Wales, Northern Ireland, Edinburgh, London, Wales, Belfast.</p> <p>Pupils know the region in which they live – North East of England</p>	
<p>Geography Skills & Fieldwork</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and</p>	<p>Use world maps and globes to identify UK, 'home' and Devon</p> <p>Use world maps and globes to identify Costa Rica.</p>	<p>Use world maps and globes to identify UK</p> <p>Use world maps, globes and keys to identify rivers, mountains and cities.</p> <p>Use world maps and globes to identify the location of the Equator, North and South Poles</p> <p>Identify location of world's seven continents and five oceans</p> <p>Use simple Compass directions (N,E,S,W)</p> <p>Pupils take a walk round Ouston and are able to observe/describe</p>	<p>Recognise physical features of a coastline – cliffs, beach/shoreline, caves</p> <p>Understand that habitat means the place where plants and animals find the food, water and shelter they need to live</p> <p>Use maps to identify whether towns/cities are urban, rural or coastal</p> <p>Identify England, Wales, Scotland, Northern Ireland on a map.</p> <p>Locate Wembury on a map</p>

Geography Progression Overview – KS1

	<p>construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>the key human and physical features. (Where possible)</p>	
Place Knowledge	<p>Understand 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>	<p>Devon is well suited to dairy farming because it is generally warmer and wetter throughout the year than most places in the UK – perfect conditions for the growth of rich grass pasture</p> <p>Understand that foods are transported across the world and know that not all the five favourite fruits are grown in Britain – five favourite fruits are banana, tomato, apple, grape and orange.</p> <p>The climate of Costa Rica is hot and wet. (Tropical, near equator)</p> <p>Sugar comes from sugar beet and is grown in the UK.</p>	<p>Understand geographical similarities and differences between Ouston and St Lucia – both places have houses, schools, shops, garage etc</p> <p>Different temperature/climate, plants. Soufriere has a beach, Ouston is rural</p>	<p>Understand that Wembury is visited lots as it is a coastal town – has warm weather, sandy beach, lots to do</p> <p>Understand that Wembury has different animals and plants living there – limpets, seals. That we should respect and look after them – leave animals where we find them.</p> <p>Understand that Wembury suffers from pollution due to lots of visitors and that we can help reduce pollution. – Recycle. Understand it takes 400 years for a plastic bottle to degrade.</p>

Geography Progression Overview – KS1

Key Vocabulary	<p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Farm, dairy, supermarket, pasture, field, cheese, plant, animal, Devon, United Kingdom (countries and capitals), import, fruit, banana, sugar beet</p>	<p>Rural, environment, mountain, beach, continent, Africa, Asia, North America, South America, Oceania, Europe, Antarctica, ocean, climate, equator, temperature, Caribbean, United Kingdom (countries and capitals)</p>	<p>Urban, rural, countryside, coastal, beach, seaside, harbour, cliff, promenade, rock pool, habitat, sand dunes, Wembury, pollution</p>
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Geography Progression Overview – KS1

Cycle B	KS1 National Curriculum Requirements	Year 1 / 2 Autumn Term 1	Year 1 / 2 Autumn Term 2	Year 1 / 2 Spring 2
Human and Physical	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	<p>What is the geography like of where I live and how does it compare to Kampong Ayer?</p> <p>Identify and describe human and physical features – human: factory, house, town, office, shop, port. Physical: beach, hills, weather, cliff, mountain</p> <p>Identify and describe the main elements that make up the weather – wind, fog, snow, rain, temperature</p> <p>Understand that weather can change</p> <p>Understand that temperature changes depending where you are in the world – Hot at the Equator. Cools down the further away from the Equator you travel.</p>	<p>How can we persuade people to join us in tackling the causes of global warming?</p> <p>Understand why people are trying to be environmentally friendly – Earth getting too warm, ice melting, temperatures rising</p> <p>Understand what people are doing to help the environment – cycling & walking rather than travelling by car or train; turning off electrical equipment when not using it, using solar panels and wind turbines, using electric cars, planting more trees, recycling</p> <p>Understand what greenhouse gases are and how they affect the Earth – gases that effect the earth. 90% of carbon dioxide is put into the air by humans. Carbon Dioxide is a greenhouse gas</p> <p>Understand the things that cause greenhouse gas – deforestation, farming, power stations, cars</p>	<p>Why don't penguins need to fly?</p> <p>Understand that Antarctica is a cold place.</p> <p>Know that Antarctica is the coldest, windiest and driest place on Earth.</p> <p>Know that the South Pole is in Antarctica.</p> <p>Understand what a waterfall is – body of water falling over a cliff</p> <p>Understand that a waterfall is natural – physical feature</p>
	Locational knowl	Name and locate the world's seven continents and five oceans	Identify and locate the four countries in the UK – England, Northern Ireland, Scotland, Wales.	<p>Know the North Pole is in the Arctic.</p> <p>Know the South Pole is in the Antarctic.</p>

Geography Progression Overview – KS1

	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Identify where they live – North East England, Europe</p> <p>Identify the capital cities of the U.K. – London, Belfast, Edinburgh, Cardiff</p> <p>Name and locate the seven continents of the world – Antarctica, North America, South America, Europe, Africa, Asia, Oceania.</p> <p>Identify and locate Kampong Ayer - know it is in Asia</p>		<p>North America, South America) and five oceans (Pacific, Atlantic, Indian, Southern, Arctic).</p> <p>Know the North Pole is in the Arctic.</p> <p>Know the South Pole is in the Antarctic.</p> <p>Identify the geographical features of the Sahara Desert - hot during day and cold at night, windy, dry, little vegetation or animals.</p> <p>Identify/name some countries in North and South America – Canada, USA, Mexico, Brazil, Argentina</p>
<p>Geography Skills & Fieldwork</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and</p>	<p>Use photos to identify physical and human features of the area they live - fields, school, houses, shops, petrol station</p> <p>Identify key features of the local area on a walk – school, fields, houses, petrol station, park, shops</p> <p>Use photos to identify key features of Kampong Ayer – River, houses, boats</p>	<p>Use maps to identify Arctic and Antarctic</p> <p>Use images to describe what the Arctic and Antarctic look like.</p>	<p>Use maps and keys to identify land type – identify that lots of Africa is desert.</p> <p>Use maps to identify countries in the Sahara Desert – Egypt, Libya, Algeria, Niger</p> <p>Use maps to identify and name countries in North and South America – Canada, Brazil, USA, Argentina, Mexico</p> <p>Use maps to locate Zambia</p>

Geography Progression Overview – KS1

<p>locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features</p>			
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Geography Progression Overview – KS1

	of its surrounding environment.			
Place Knowledge	Understand 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>Compare where they live with the location of Kampong Ayer. Recognise similarities and differences – Kampong Ayer is a water village, Kampong Ayer is hot and wet all year</p> <p>Identify and describe traditional homes in Kampong Ayer – homes are built on stilts in the water, homes are made of wood, one level</p> <p>Identify and describe forms of transport used in Kampong Ayer. Explain why they are used - boats</p> <p>Identify and describe the structure of a typical rainforest in Brunei – Emergent (top), Canopy (trees, leafy), Forest Floor (ground), Understory (under plants, bushes, dark)</p>	<p>Identify the key geographical features of Antarctica - Antarctica is a cold place. Know that Antarctica is the coldest, windiest and driest place on Earth.</p> <p>Know that the South Pole is in Antarctica. Know it is land.</p> <p>Identify the geographical features of the Arctic – covered in thick ice, ocean of water</p>	<p>Identify the key geographical features of Antarctica - Antarctica is a cold place. Know that Antarctica is the coldest, windiest and driest place on Earth.</p> <p>Know that the South Pole is in Antarctica.</p> <p>Know that penguins are adapted so can survive in Antarctica – have layers of fat/blubber, have feathers, dense bones to help dive, dark backs and light fronts to camouflage.</p> <p>Know that the Arctic is an ocean where Antarctica is land.</p> <p>Know that penguins live in Antarctica and polar bears live in the Arctic.</p> <p>Name some key facts about Brazil and USA – Rio de Janerio is city, it is hot, famous statue is Christ the Redeemer. New York is famous city, Statue of Liberty is famous statue, can be hot, can have lots of snow famous for pizza and bagels Know Zambia is in Africa.</p>

Geography Progression Overview – KS1

				Be able to compare differences between Antarctica and Zambia. – Zambia is very hot, Zambia is rainforest.
Key Vocabulary	<p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	Equator, Asia, Europe, human feature, physical feature, Brunei, weather, rainforest, emergent, canopy, understory, transport, Kampong Ayer, river, tropical,	Global Warming, Arctic, Antarctic, North Pole, South Pole, Carbon Dioxide, Greenhouse gases, renewable, recycle, wind turbine, solar panels, carbon footprint, sustainable	Antarctica, Arctic, North Pole, South Pole, Sahara Desert, Continent, Adapted, Waterfall, Penguin