

## Geography KS1 Curriculum Subject Skills and Knowledge Progression

### Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### Love

All children will be given the opportunity through human and physical geography to recognise the effects on both the local environment and also the wider world. Through practical field work experiences the children's understanding of the world in a local and global context will develop. They will become trusted members of their global community who protect and care for their world through informed decisions and actions. This will allow them to explore place regardless of physical and social experience.

Pride All children are encouraged to become active members of the local and global community. Inspirational teaching will plant the seed of inquisition from which the children will become independent, innovative thinkers. This will equip them to champion a current local or global issue allowing their talents to shine and their views and ideas to be shared.

### Safe

All children will have the chance to explore the awe and wonder of the rural world around them. Children will be given the chance to explore the outside area in which we live. Within the safety of our nurtured environment we will explore a contrasting location for similarities and differences.

Skill	EYFS: Early Learning Goal	Year 1	Year 2	End of Key Stage expectations	Vocabulary
<b>Location</b>	Can talk about some of the things they have observed such as plants, animals, natural and found objects.	I know that the United Kingdom is part of Europe.	I can name the continents of the world  I can locate the continents on a map.	Name and locate the world's seven continents and five oceans.	Europe Asia Africa Antarctica Artic

	<p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Shows interest in different occupations and ways of life. Shows care and concern for living things and the environment. Children know about similarities and differences in relation to places, and living things.</p>	<p>I know that there are seven continents.</p>	<p>I name the world's oceans.</p> <p>I can locate the world's oceans on a map.</p>		<p>Australia North America South America Pacific Ocean Arctic Ocean Atlantic Ocean Indian Ocean Southern Ocean</p>
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	<p>Children use everyday language to talk about position and distance. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>				
	<p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>I can locate and name the four countries of the United Kingdom on a map.</p> <p>I know the names of the seas that surround the United Kingdom.</p>	<p>I name the capital cities of England, Wales, Scotland and Northern Ireland.</p> <p>I know some characteristics of the four countries of the United Kingdom.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>country capital city England - London Wales - Cardiff Scotland – Edinburgh Northern Ireland - Belfast North Sea Atlantic Ocean Irish Sea Celtic Sea English Channel</p>
<p><b>Place</b></p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>I know what I like and do not like about the place I live. (geographical features)</p>	<p>I know what I like and do not like about a place that is different to the one I live in.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the</p>	<p>United Kingdom European Non-European Compare Similar Different</p>

		<p>I can talk about geographical similarities and differences.</p> <p>I know where I live and tell someone my address.</p>	<p>I describe a place outside of Europe talking about geographical features.</p> <p>I know how jobs may be different in other locations.</p> <p>I can see similarities and differences between the place that I live and an area of a non-European country.</p>	<p>United Kingdom, and of a small area in a contrasting non-European country</p>	
Human and physical Geography	Shows interest in different occupations and ways of life.	<p>I keep a daily weather chart.</p> <p>I know how the weather changes throughout the year.</p> <p>I can name the seasons.</p>	<p>I can ask questions about the weather.</p> <p>I identify weather associated with each of the seasons.</p> <p>I know that the weather in the United Kingdom can vary.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>Autumn Summer Spring Winter</p>
	Shows care and concern for living things and the environment.	<p>I know about some things that are in hot or cold places.</p>	<p>I can locate hot and cold areas of the world.</p>	<p>Identify the location of hot and cold areas of the world in relation to</p>	<p>Equator North and South Poles Hot Cold</p>

		I know which clothes I would wear in hot or cold places.	I can locate the equator, North and South Poles on an atlas and globe.	the Equator and the North and South Poles.	
	Children know about similarities and differences in relation to places, and living things.	<p>I know about some of the features of an island.</p> <p>I know that geographical features are human or physical.</p> <p>I can identify some features that are human.</p> <p>I can identify some features that are physical.</p>	<p>I know about the facilities that a village, town and city may have and give reasons.</p> <p>I know that different areas may have different geographical features.</p> <p>I can talk about the key features of a place from a picture using key vocabulary.</p>	<p>Use basic geographical vocabulary to refer to key physical features.</p> <p>Use basic geographical vocabulary to refer to key human features.</p>	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p>
<b>Geography skills and fieldwork (mapping)</b>	Children use everyday language to talk about position and distance. They know about similarities and differences between themselves and others, and among families,	I can locate places that I study on maps.	I can locate places that on study in atlases and globes.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as other countries, continents and oceans studied at this key stage.	

	communities and traditions.	<p>I know the four main directions on a compass are: North, South, East and West.</p> <p>I can describe the location of features on a map using the four main directions.</p>	<p>I can use a compass.</p> <p>I can use locational and directional language: near and far, left and right, to explain where a location is.</p> <p>I can describe location of features and routes on a map using directional language.</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>Compass Direction</p> <p>North</p> <p>South</p> <p>East</p> <p>West</p> <p>near and far</p> <p>left and right</p>
		<p>I know that aerial means from above.</p> <p>I can use aerial photographs to recognise geographical landmarks.</p>	<p>I can talk about the key human and physical features of a place from an aerial photograph.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<p>aerial</p> <p>above</p> <p>plan perspectives</p> <p>landmarks</p>
		<p>I know that maps use symbols.</p> <p>I know that maps have keys.</p> <p>I can draw a simple map.</p>	<p>I can draw a simple map including a key.</p> <p>I can use my key to talk about my map.</p>	<p>Devise a simple map and use and construct basic symbols in a key.</p>	<p>map</p> <p>symbols</p> <p>key</p> <p>location</p>

		<p>I can use fieldwork and observational skills to study the geography of my school and its grounds.</p>	<p>I can use fieldwork and observational skills to study the geography of my local environment.</p> <p>I know key human and physical features around my school and village.</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>observe local school</p>
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