



Haresfield CE Primary School
Progression of Knowledge and Skills in Geography
Year A KS1

Year	Knowledge				Skills
Year 1 / Year 2 Year A Term 2	Focus: <u>What is it like where we live?</u> Compare to contrasting location (Meerkat Mail) Enrichment :				<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate local town and city Describe what they see, hear and feel when outside Recognise some human features in their locality Recognise some physical features in their locality <p>Place Knowledge</p> <ul style="list-style-type: none"> Talk about what places are like using words and phrases such as: built up, noisy, busy, quiet, farm land, hills, streets, woods Recognise some environments that are different from the one in which they live Recognise some similarities and differences between life in the countryside and life in the town <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use basic geographical; vocabulary to refer to physical features of the school and the surrounding environment. Recognise basic human features on an aerial photograph Recognise basic physical features on an aerial photograph <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use locational and directional language (near, far, left, right) Use photographs to recognise landmarks and basic human features. Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.
	National Curriculum – Locational Knowledge , Human and physical Geography National Curriculum <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: Key physical features including, hill, valley, fields , streets, woods, river, streams, Key human features , including city, roads, railways, town, village , shops, factories, houses, farm, church				
	<u>Contributing towards: Changes over time: What can you find at the bottom of your garden</u>				
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>	
	Where in the world are we – locate the school on an ariel photograph	Our school is in the country of England in the village of Haresfield.	Arieal view – a view from above Birds eye view –a view from a high angle – as if seen from a bird in flight England – the name of the country we live in.	Photo of Haresfield school, google map showing the school , Haresfield and Gloucestershire (satellite view)	
	Make a map of Haresfield – discuss land use, where people live	Know that Haresfield is in Gloucestershire	Village – a small group of houses	Walk around village – clip boards for drawings/ take photos	
	Look at other physical features of our local area (Gloucestershire) – hills and valleys, streams and rivers,	Know that we live near hills and valleys and that there are rivers and streams in our environment	Environment - everything around us, including the air, water, soil, plants, animals, and people, that affects how living things grow and survive.	Use maps and digital resources	
	Look at other human features of our local area (Glos)– roads and railways, shops, housing-	Know that people have built houses, roads, railways and shops in our locality		use maps and digital resources	
Use a world map to look at hot and cold areas, what is the weather like where we live?	Know that there are hot and cold places in the world and where they are on a globe	Globe – a round model of the Earth			
Contrasting location – Kalahari desert. Compare and contrast photographs of our environment with desert environment.	Be able to say 3 differences between the Kalahari desert and Haresfield.	Desert – a very dry area of land that gets little or no rain			
Assessment:	Assessing sticky knowledge Children to create double page spread with key vocab and key knowledge				

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Year 1 / Year 2 Term 4 Year A	Focus: <u>Who were the kings and queens of England? Where did they rule?</u> (Short unit) Enrichment :				<p>Locational Knowledge</p> <ul style="list-style-type: none"> Locating on a map which continent they live in Locating the four countries of the UK on a map Showing on a map which country they live in and locating its capital city. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Recognise and locate some human and physical features on a map <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Draw information from a map Use maps atlases and globes to identify the United Kingdom and its countries
	National Curriculum ✓ Locational Knowledge Contributing towards: <u>How can we care for our world?</u>				
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>	
	Elicitation : What is the name of our King? Where is he king of?				
	To find and name familiar places on a map – what the UK looks like on a map	The UK is an island – the sea goes all the way around us. The UK is in Europe	Europe – one of the continents of the world Island – a piece of land completely surrounded by water	Map of the UK – notice that there are cities, rivers, mountains etc. discuss an island	
Use the map to look at the four countries that make up the UK (North / South / East / West)	Know that we live in England and that the capital city of England is London. Know that the United Kingdom is made up of England, Scotland, Wales and Northern Ireland	England, Scotland, Wales, Northern Ireland, capital city.	Map of the UK _ locate Where we live – where London is.		
Identify the 4 flags and four capital cities of the uk.	Know that the UK is sometimes called the British Isles and sometimes called Great Britain. The GB flag is called the union Jack	United Kingdom, Great Britain, British Isles			
Assessment:	Assessing sticky knowledge Children can talk about what they have learnt – point to England on a Map, identify the Union Jack Flag				

Year	Knowledge				Skills
Year 1 / Year 2 Term 5 Year A	Focus: What can you find at the bottom of your garden? Link to Science micro habitats Enrichment : Woodland Classroom				<p>Locational Knowledge</p> <ul style="list-style-type: none"> Draw information from a simple map Devise simple picture maps (linked to story) Recognise some environments that are different from the one in which they live <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify seasonal weather patterns within the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. Understand the effect of changing seasons on the natural world around them <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> To suggest ways that we can improve an area within or close to school. To suggest solutions to different points of view as to how a locality can be improved. To collect temperature and rainfall information.
	National Curriculum: <ul style="list-style-type: none"> Locational Knowledge – Recognise some environments that are different from the one in which they live 				
	Contributing towards: How can we care for our world?				
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>	
	What is it like where we live? – physical and human features			fieldwork go for a walk to the woodland classroom take photos	
	Look at other physical features of our local area (Gloucestershire) – hills and valleys, streams and rivers, Use maps and digital resources (place knowledge)	Know that we live near hills and valleys and that there are rivers and streams in our environment	Environment - everything around us, including the air, water, soil, plants, animals, and people, that affects how living things grow and survive.		
	Identify what we like about the woodland classroom and what we dislike	Be able to talk about likes and dislikes in our woodland environment		Describe the location of features and routes on a map. Devise simple picture maps.	
	How can we look after the woodland classroom – environmental awareness				
Use a world map to look at hot and cold areas, what is the weather like where we live? Link to Science seasons and weather	Know that there are hot and cold places in the world and where they are on a globe and how to look after it.	Seasons – part of the year that has its own special type of weather.			
Assessment:	Assessing sticky knowledge Children can talk about what they have done				

Year	Knowledge				Skills
<p>Year 1 / Year 2 Term 6 Year A</p>	<p>Focus: How can we care for our world? Enrichment : visit the Seaside – Weston??</p> <p>National Curriculum: Locational Knowledge / Human and Physical Geography</p> <p>Contributing towards: What is it like in a Rainforest? KS1</p>				<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans To talk about how places are linked and the reasons why they are linked (holiday, work, food) <p>Place Knowledge</p> <ul style="list-style-type: none"> Recognise some environments that are different from the one in which they live Describe what physical features may occur in a hot place in comparison to a cold place <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley) and human features (city, own, village, factory, farm, port, harbour, shop) Locate the Equator and North and South Poles on a world map Locate some countries with hot or cold climates on a world map Locate hot and cold areas of the world in relation to the equator and the north and south poles. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use a world map, globe and atlas to locate the world’s seven continents Use locational language and the compass points (NSEW) to describe the locations of features on a map.
	<p>Objective</p> <p>Recap on the UK as an Island – look on a map at the coastline (place knowledge)</p>	<p>Sticky Knowledge</p> <p>Know that we live on an island surrounded by coastline.</p>	<p>Key Vocabulary</p> <p>Globe – a spherical object representing the Earth. Continent – a large land mass Coastline – the boundary between the land and the sea or ocean</p>	<p>Resources</p> <p>Look at images of the Earth from Space. Look at a globe –</p>	
	<p>Look at and name physical features of the coast (beach, cliff, sea, ocean, rockpools) use photographs. (link to Science Habitats) Where are the Oceans?</p>	<p>Identify and name features of a coast</p>	<p>Ocean – a very large body of water – they are larger and deeper than seas</p>		
	<p>Identify other countries that have a coast (refer to holidays) look on world map to locate these places and the seas / oceans around them.</p>	<p>Locate and name the five Oceans of the world : Pacific, Atlantic, Indian, Arctic, Southern</p> <p>The Pacific Ocean is the largest Ocean on Earth.</p>		<p>What are the five oceans of the world? - BBC Bitesize</p>	
	<p>Discuss how people travel to different parts of the world Identify other countries that have a coast (refer to holidays) look on world map to locate these places and the seas / oceans around them.</p>	<p>Locate some countries with hot or cold climates on a world map Locate hot and cold areas of the world in relation to the equator and the north and south poles.</p>			
	<p>How can we look after the seas and oceans – environmental awareness – what can we do about it?</p>	<p>Be able to talk about people’s impact on the environment and suggest ways we can help</p>			
	<p>Assessment:</p>	<p>Assessing sticky knowledge Name and locate continents, ocean, cols and hot places</p>	<p>Vocab Assessment Word and definition bingo</p>		