



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

Year	Knowledge				Skills	
Year 1 / Year 2  Year B  Term 1	Focus: <u>Where Do I live?</u> <u>Enrichment : walk around Haresfield village</u>  National Curriculum – Locational Knowledge , Human and physical Geography <b>National Curriculum</b> • Use basic geographical vocabulary to refer to: Key physical features including, hill, valley, <b>fields</b> , streets, woods, river, streams, Key human features , including city, roads, railways, <b>town, village</b> , shops, factories, houses, farm, church  <u>Contributing towards: Changes over time: What is it like here? KS1</u>				<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Name and locate local town and city</li> <li>Describe what they see, hear and feel when outside</li> <li>Recognise some human features in their locality</li> <li>Recognise some physical features in their locality</li> </ul>	
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>	<b>Place Knowledge</b> <ul style="list-style-type: none"> <li>Talk about what places are like using words and phrases such as: built up, noisy, busy, quiet, farm land, hills, streets, woods</li> <li>Recognise some environments that are different from the one in which they live</li> <li>Recognise some similarities and differences between life in the countryside and life in the town</li> </ul>	
	Where in the world are we – locate the school on an ariel photograph	<b>Our school is in the country of England in the village of Haresfield.</b>	<b>Arieal view</b> – a view from above <b>Birds eye view</b> –a view from a high angle – as if seen from a bird in flight	Photo of Haresfield school, google map showing the school , Haresfield and Gloucestershire (satellite view)	<b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Use basic geographical; vocabulary to refer to physical features of the school and the surrounding environment.</li> <li>Recognise basic human features on an aerial photograph</li> <li>Recognise basic physical features on an aerial photograph</li> </ul> <b>Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"> <li>Use locational and directional language (near, far, left, right)</li> <li>Use photographs to recognise landmarks and basic human features.</li> <li>Use maps atlases and globes to identify their locality and other key features.</li> <li>Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.</li> </ul>	
	What is it like in Haresfield? Walk to observe houses	<b>Haresfield is a village – it has houses and roads and is surrounded by hills</b>	<b>Village</b> - a small area with only a few houses	Walk around village – clip boards for drawings/ take photos		
	What is it like in Gloucestershire?- look at wider view – compare: city, shops, railway, farmland	<b>Google maps show us real locations from above</b>  <b>Haresfield is in Gloucestershire</b>	<b>City</b> – am large area of housing <b>Town</b> – an area where people live	Google maps showing Gloucestershire (satellite view)		
	What does Gloucestershire look like on a map?	<b>A map is a picture of a place from above – maps help us to find our way around, they can give us directions to find places or things.</b>  <b>Gloucestershire is in England</b>	<b>Atlas</b> – a book of maps	Map of Gloucestershire – atlases to share and discuss		
Assessment:	Assessing sticky knowledge Children to create double page spread with key vocab and key knowledge					

Year	Knowledge			Skills															
<p>Year 1 / Year 2</p> <p>Term 2</p> <p>Year B</p>	<p>Focus: <u>Why is London Important? (Short unit)</u> <span style="float: right;"><u>Enrichment :</u></span></p>			<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Name and locate the four countries and capital cities of the United Kingdom.</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Recognise and locate some human and physical features on a map</li> </ul> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>Use locational, directional and positional language.</li> </ul>															
	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>✓ Locational Knowledge</li> </ul>																		
	<p><u>Contributing towards: Where will this map take me? KS1</u></p>																		
	<table border="1"> <thead> <tr> <th data-bbox="276 499 623 541"><u>Objective</u></th> <th data-bbox="638 499 1077 541"><u>Sticky Knowledge</u></th> <th data-bbox="1077 499 1561 541"><u>Key Vocabulary</u></th> <th data-bbox="1561 499 1899 541"><u>Resources</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="276 541 623 751"> <p>To find and name familiar places on a map – what the UK looks like on a map</p> </td> <td data-bbox="638 541 1077 751"> <p>The UK is an island – the sea goes all the way around us. The UK is in Europe</p> </td> <td data-bbox="1077 541 1561 751"> <p>Europe – one of the continents of the world England – the largest of the four countries of the UK</p> </td> <td data-bbox="1561 541 1899 751"> <p>Map of the UK – notice that there are cities, rivers, mountains etc. discuss an island</p> </td> </tr> <tr> <td data-bbox="276 751 623 1014"> <p>Where do we live? Where is London?</p> </td> <td data-bbox="638 751 1077 1014"> <p>Know that we live in England and that the capital city of England is London.</p> </td> <td data-bbox="1077 751 1561 1014"> <p>City – a large area of houses with shops, factories, churches Capital city – a special city that is chosen where the main government is held.</p> </td> <td data-bbox="1561 751 1899 1014"> <p>Map of the UK _ locate Where we live – where London is.</p> </td> </tr> <tr> <td data-bbox="276 1014 623 1182"> <p>Assessment:</p> </td> <td data-bbox="638 1014 1077 1182"> <p>Assessing sticky knowledge Children can talk about what they have learnt – point to London on a map – name the River Thames</p> </td> <td data-bbox="1077 1014 1561 1182"></td> <td data-bbox="1561 1014 1899 1182"></td> </tr> </tbody> </table>	<u>Objective</u>	<u>Sticky Knowledge</u>		<u>Key Vocabulary</u>	<u>Resources</u>	<p>To find and name familiar places on a map – what the UK looks like on a map</p>	<p>The UK is an island – the sea goes all the way around us. The UK is in Europe</p>	<p>Europe – one of the continents of the world England – the largest of the four countries of the UK</p>	<p>Map of the UK – notice that there are cities, rivers, mountains etc. discuss an island</p>	<p>Where do we live? Where is London?</p>	<p>Know that we live in England and that the capital city of England is London.</p>	<p>City – a large area of houses with shops, factories, churches Capital city – a special city that is chosen where the main government is held.</p>	<p>Map of the UK _ locate Where we live – where London is.</p>	<p>Assessment:</p>	<p>Assessing sticky knowledge Children can talk about what they have learnt – point to London on a map – name the River Thames</p>			
<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>																
<p>To find and name familiar places on a map – what the UK looks like on a map</p>	<p>The UK is an island – the sea goes all the way around us. The UK is in Europe</p>	<p>Europe – one of the continents of the world England – the largest of the four countries of the UK</p>	<p>Map of the UK – notice that there are cities, rivers, mountains etc. discuss an island</p>																
<p>Where do we live? Where is London?</p>	<p>Know that we live in England and that the capital city of England is London.</p>	<p>City – a large area of houses with shops, factories, churches Capital city – a special city that is chosen where the main government is held.</p>	<p>Map of the UK _ locate Where we live – where London is.</p>																
<p>Assessment:</p>	<p>Assessing sticky knowledge Children can talk about what they have learnt – point to London on a map – name the River Thames</p>																		

Year	Knowledge	Skills																				
Year 1 / Year 2 Term 3  Year B	Focus: Where will this map take me? (The Snail and the Whale) <span style="float: right; color: cyan;">Enrichment :</span>  National Curriculum: Locational Knowledge – use basic directional vocabulary  Contributing towards: What does Earth Look like from Space? KS1	<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>• Draw information from a simple map</li> <li>• Devise simple picture maps (linked to story)</li> <li>• Recognise some environments that are different from the one in which they live</li> </ul>																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Objective</th> <th style="width: 30%;">Sticky Knowledge</th> <th style="width: 20%;">Key Vocabulary</th> <th style="width: 30%;">Resources</th> </tr> </thead> <tbody> <tr> <td>                                     To draw information from a simple map.                                       Discuss different environments and make suggestions to what animals live there                                       Where are the hottest and coldest places on the Earth?                                 </td> <td>                                     A map is used to show locations and places. It helps you know which way to go.                                       Locate the North and South Pole and know they are the coldest places on the Earth.                                       Different animals live in different environments (Hot and Cold)                                 </td> <td>                                     Map – a drawing of part of the Earth’s surface                                       Feature – something that is important or interesting                                       Directions – to follow a set of instructions to get somewhere.                                 </td> <td>                                     Map of where the whale takes the snail. Discuss what the environments are like and what animals might live there.                                       Look at a globe – North and South Pole.                                 </td> </tr> <tr> <td>                                     Use mapping skills to make your own map – begin to use NSEW and simple mapping symbols                                 </td> <td>                                     Know that symbols represent places or things on a map                                       Know and use the directions North, south, east and west.                                 </td> <td>                                     Symbol – a picture or drawing that means something                                 </td> <td>                                     Use locational and directional language (near, far, left, right)                                 </td> </tr> <tr> <td>                                     Devise routes on a map using directional vocabulary.                                 </td> <td>                                     Know that maps can give directions to find places or things                                 </td> <td></td> <td>                                     Describe the location of features and routes on a map. Devise simple picture maps.                                 </td> </tr> <tr> <td>                                     Assessment:                                 </td> <td>                                     Assessing sticky knowledge                                      Children can talk about what they have done                                 </td> <td></td> <td></td> </tr> </tbody> </table>	Objective	Sticky Knowledge	Key Vocabulary	Resources	To draw information from a simple map.  Discuss different environments and make suggestions to what animals live there  Where are the hottest and coldest places on the Earth?	A map is used to show locations and places. It helps you know which way to go.  Locate the North and South Pole and know they are the coldest places on the Earth.  Different animals live in different environments (Hot and Cold)	Map – a drawing of part of the Earth’s surface  Feature – something that is important or interesting  Directions – to follow a set of instructions to get somewhere.	Map of where the whale takes the snail. Discuss what the environments are like and what animals might live there.  Look at a globe – North and South Pole.	Use mapping skills to make your own map – begin to use NSEW and simple mapping symbols	Know that symbols represent places or things on a map  Know and use the directions North, south, east and west.	Symbol – a picture or drawing that means something	Use locational and directional language (near, far, left, right)	Devise routes on a map using directional vocabulary.	Know that maps can give directions to find places or things		Describe the location of features and routes on a map. Devise simple picture maps.	Assessment:	Assessing sticky knowledge Children can talk about what they have done			<b>Place Knowledge</b> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a non-European country.</li> </ul> <b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>• Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles.</li> <li>• Use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley) and human features (city, town, village, factory, farm, port, harbour, shop)</li> </ul> <b>Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"> <li>• Use simple compass directions to describe the location of features and routes on a map.</li> <li>• Devise simple picture maps.</li> <li>• Use locational, directional and positional language.</li> </ul>
	Objective	Sticky Knowledge	Key Vocabulary	Resources																		
	To draw information from a simple map.  Discuss different environments and make suggestions to what animals live there  Where are the hottest and coldest places on the Earth?	A map is used to show locations and places. It helps you know which way to go.  Locate the North and South Pole and know they are the coldest places on the Earth.  Different animals live in different environments (Hot and Cold)	Map – a drawing of part of the Earth’s surface  Feature – something that is important or interesting  Directions – to follow a set of instructions to get somewhere.	Map of where the whale takes the snail. Discuss what the environments are like and what animals might live there.  Look at a globe – North and South Pole.																		
	Use mapping skills to make your own map – begin to use NSEW and simple mapping symbols	Know that symbols represent places or things on a map  Know and use the directions North, south, east and west.	Symbol – a picture or drawing that means something	Use locational and directional language (near, far, left, right)																		
Devise routes on a map using directional vocabulary.	Know that maps can give directions to find places or things		Describe the location of features and routes on a map. Devise simple picture maps.																			
Assessment:	Assessing sticky knowledge Children can talk about what they have done																					

Year	Knowledge				Skills	
Year 1 / Year 2 Term 4  Year B	Focus: What does the Earth Look Like From Space ? (Man on the Moon)		<u>Enrichment :</u>		<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the World’s seven continents on a map</li> <li>Name and locate the world’s five oceans</li> <li>Understand how some places are linked to other places (roads, paths, sea, trains)</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Recognise some environments that are different from the one in which they live</li> <li>Talk about what places are like using words and phrases</li> <li>Describe what physical features may occur in a hot place in comparison to a cold place</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Locate the Equator and North and South Poles on a world map</li> <li>Locate some countries with hot or cold climates on a world map</li> <li>Locate hot and cold areas of the world world on a map or globe and in relation to the equator and the north and south poles.</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use a world map, globe and atlas to locate the world’s seven continents</li> <li>Use locational language and the compass points (NSEW) to describe the locations of features on a map.</li> <li>Recognise human and physical features on a map</li> </ul>	
	<p><u>National Curriculum:</u> Locational Knowledge / Human and Physical Geography</p> <p><u>Contributing towards: What is it like in a Rainforest? KS1</u></p>					
	Objective	Sticky Knowledge	Key Vocabulary	Resources		
	Where are the continents? Discuss what the weather is like in different parts of the world	The Seven Continents : Asia, Africa, North America, South America, Antarctica, Europe, Australia  England is Part of Europe	<b>Globe</b> – a spherical object representing the Earth.  <b>Continent</b> – a large land mass	Look at images of the Earth from Space. Look at a globe – North and South Pole.		
	Where are the Oceans?	Locate and name the five Oceans of the world : Pacific, Atlantic, Indian, Arctic, Southern  The Pacific Ocean is the largest Ocean on Earth.	<b>Ocean</b> – a very large body of water – they are larger and deeper than seas	<a href="#">What are the five oceans of the world? - BBC Bitesize</a>		
	To locate the Equator on a world map.	The Equator is an imaginary line around the middle of the Earth.	<b>Equator</b> – An imaginary line around the middle of the Earth, halfway between the North and the South Poles.	<a href="#">The World - BBC Teach</a>		
	Discuss how people travel to different parts of the world	Understand how some places are linked to other places (roads, paths, sea, trains)				
	Link to History – what was it like where the explorers visited?	Know that explorers go to new or unknown places	<b>Explorer</b> – somebody who travels to new or unknown places.			
Assessment:	Assessing sticky knowledge Name and locate continents, ocean, cols and hot places	Vocab Assessment Word and definition bingo				

Year	Knowledge				Skills	
Year 1 / Year 2 Term 6 Year B	Focus: What is it like in a Rainforest? <b>Enrichment</b> : Visit The living rainforest <a href="#">Visit the Living Rainforest</a>				<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the World’s seven continents on a map</li> <li>Locate key physical features in countries studied including significant environmental regions</li> <li>Locating the equator and how this might impact the weather in an environmental region.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of a non-European country.</li> <li>Recognise some environments that are different from the one in which they live</li> <li>Describe what physical features may occur in a hot place in comparison to a cold place.</li> <li>Describe how humans living in a contrasting physical area may have a different life to people in the UK.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Use geographical vocabulary to refer to key physical features and human features (</li> <li>Locate the Equator and North and South Poles on a world map</li> <li>Locate some countries with hot or cold climates on a world map</li> <li>Locate hot and cold areas of the world in relation to the equator and the north and south poles.</li> <li>Understand some of the causes of climate change</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use a world map, globe and atlas to locate the world’s seven continents</li> <li>Use locational language and the compass points (NSEW) to describe the locations of features on a map.</li> <li>To suggest solutions to different points of view as to how a locality can be improved.</li> </ul>	
	<p><u>National Curriculum:</u>                      Locational Knowledge / Human and Physical Geography</p> <p><u>Contributing towards:</u> How can we care for our world?</p>					
	<p><u>Objective</u></p>	<p><u>Sticky Knowledge</u></p>	<p><u>Key Vocabulary</u></p>			<p><u>Resources</u></p>
	Where in the world are tropical rainforests? Recap on continents and oceans	A rainforest is home to a wide range of animals – it is hot and wet all year around	Rainforest – large area of trees that is wet and hot all year around.			<a href="#">What is a rainforest habitat? - BBC Bitesize</a>
	Find the location and some of the features of the Amazon Rainforest. Look at the river Amazon	Know that the River Amazon runs through the Amazon rainforest.				
	Understand that the climate is different to the UK – hot and wet, look at temperature and rainfall? Very simple comparisons	The UK has a mild wet climate – The Amazon Rainforest has a tropical climate- it is hot and wet	Climate – the weather in a certain area over a long period of time			Use technology to compare temperature and rainfall in each season
	What plants and animals live in that environment, make simple comparisons with the UK habitats.	Know that there are a wide variety of plants and animals that live in the rainforest and know 5 different animals that live there	Habitat – the natural home of a plant or an animal Organisms – an animal or plant			
	Who lives in the rainforest? Where do they live? What do they eat? What do they wear? What jobs do they do?	Indigenous People live in the rainforest. They use trees for homes, plants for medicine.	Indigenous people – people living in an area whose ancestors were the first people living there.			
	What is happening to the rainforest?	Know that the rainforest is being cut down and this is not good for the world.		discuss why the rainforest is being cut down and suggest ways how can we stop the rainforest from being destroyed?		
Assessment:	Assessing sticky knowledge	Vocab Assessment Word and definition bingo				