

Geography Progression of Skills – KS1

KS1 Cycle A

	Autumn	Spring	Summer
Unit of work	Life in the City	Let's go to the Arctic	Seasons and the equator
Enquiry 'big' question	What makes a city a city?	How is life in the Arctic different to life in the UK?	What is the equator and how does the weather compare to other countries?
Final Outcome	To plan and create a new city using physical and human features.	Produce a weather report for life in an Arctic town and showcase to parents	To design a double page journal of information
National Curriculum Strand	Place Knowledge Human and Physical Geography Skills and Fieldwork	Human and Physical Geography Place Knowledge Skills and Fieldwork	Human and Physical Geography Skills and Fieldwork
Substantive knowledge	To learn what a city is and explore some UK cities. To explore the physical and human features of the city of Exeter. To explore and compare the physical features of Cape Town and London. To explore and compare the human features of Cape Town and London. To explore symbols and patterns used to create maps. To understand the physical and human features of a city.	To locate the Arctic Circle. To describe the climate in the Arctic. To identify the Arctic's physical features. To explore the animals that live in the Arctic. To explore cities and towns in the Arctic. To explore an Arctic town with Newton Abbot.	To explore the seasons of the UK and what they look like To be able to locate the equator on a map and globe To identify the countries and that are near the equator To identify the weather of countries near the equator To be able to identify what animals live near the equator
Disciplinary Knowledge	Name and locate your home, school and local places familiar to you in relation to Newton Abbot and England. Identify and describe some features of your own locality. Identify similarities and differences between own local area and a contrasting place in the UK.	Name and locate your home, school and local places familiar to you in relation to Newton Abbot and England. Identify polar regions and the equator on different types of maps of the world. Identify and describe some features of your own locality.	Name and locate your home, school and local places familiar to you in relation to Newton Abbot and England. Identify and describe some features of your own locality. Identify what happens in different seasons in the UK and how weather changes during the year.

	Identify similarities and differences between a locality in the UK and a contrasting non-European locality. Identify how physical features in own immediate environment affect how people live. Identify how physical features, including climate, in two contrasting locations affect where and how people live. Identify landmarks and basic physical features on an aerial view. Interpret a simple key to recognise physical or human features on a map. Make and record observations within the local environment, identifying how features change over time. Explains what makes a place distinctive when compared with another place.	Identify similarities and differences between a locality in the UK and a contrasting non-European locality. Describe physical and human features of the coldest places in the world. Identify how physical features in own immediate environment affect how people live. Identify how physical features, including climate, in two contrasting locations affect where and how people live. Identify what happens in different seasons in the UK and how weather changes during the year. Identify landmarks and basic physical features on an aerial view. Make and record observations within the local environment, identifying how features change over time. Identify different opinions about what a place is like with evidence.	Identify how physical features in own immediate environment affect how people live. Identify patterns in how weather changes in the UK and how changing weather affects people's lives. Make and record observations within the local environment, identifying how features change over time. Identify different opinions about what a place is like with evidence.
Links to prior knowledge	EYFS: KS1: Mapmakers	EYFS: KS1: Around the world, where do I live?	EYFS: KS1: Weather in the Arctic and seasons.
Vocabulary	Physical features, human features, city, town, compare and contrast, capital, mountains, harbour, hills, land use, bridge, building, business, government, finance, cathedral, skyscraper, river, university, United Kingdom, valley, cliff, canal.	Arctic circle, countries, continent, equator, pole, globe, atlas, world, map, town, travel, climate, polar, seasons, winter, summer, iceberg, glacier, frozen, ice, coastline, sea ice, lake, region, compare, contrast, harbour, vegetation, tundra.	Seasons, months, weather, temperature, hibernation, day, night, nocturnal, cloudy, rainy, windy, stormy, thunder, lightning, sunny, cool, warm, heatwave, humid, muggy, blossom, similar, different, damp, evergreen, deciduous, forecast.
Key knowledge for assessment	What is a city? What are the physical and human features of a city? Where is our closest city? How does Cape Town compare with Exeter?	Where is the Arctic? What is life like in the Arctic? How does it compare with life in the UK? What is the weather like in the Arctic?	What are the seasons? What is the weather like in each season? Why do we have different seasons? Where in the world is hot and where is cold?

		What are the physical and human features of The Arctic?	What relevance is the equator?
Enrichment	Trip to Exeter Cathedral	Connections with a school in the Arctic	Local school walk – identify Spring seasons (link to Science)
Facebook opportunities/ Family into school	Photos of the trip to the cathedral Interactive post to ask parents for any photos of them and their families in London or another city with landmarks.	Post about contact with the other school. Ask if any family members have been to the Arctic and can come in and share with us.	Photos of children exploring school ground for seasonal findings.

KS1 Cycle B

	Autumn	Spring	Summer
Unit of work	Let's Explore- Map Makers.	Are we there yet? - Where do I live?	The Enchanted Woodland- Around the World.
Enquiry 'big' question	What is a map and how can it help us?	Where in the world are we and what makes our town special?	What makes each continent unique and special?
Final Outcome	To create a 3D map of Newton Abbot.	To create an information poster and orally present it to peers.	To contribute to a class map, demonstrating all of the knowledge learnt about continents.
National Curriculum strand	Locational Knowledge Place Knowledge Skills and Fieldwork	Locational Knowledge. Human and physical Geography. Geographical skills and fieldwork.	Locational Knowledge Skills and Fieldwork
Substantive Knowledge	To use compass points. To use aerial photographs and plan perspectives. To devise a simple map and key for my school. To use fieldwork and observational skills. To design a map of Newton Abbot. To create a 3D map from a design.	To be able to name the 7 continents of the world and find the UK on a map. To be able to name the countries and capital cities of The United Kingdom. To be able to identify features and characteristics of the countries of The United Kingdom. To explore the town we live in (Newton Abbot) To be able to describe where we live.	To name and locate the 7 continents and 5 oceans of the world and understand Europe as our continent. To locate Africa on a map and identify key countries and features. To locate Asia on a map and identify key countries and features. To locate North and South America on a map and identify key countries and features.

		To share and present knowledge about where we live.	To explore the physical and human features of the town of Hobart in the continent of Australia. To compare the town of Hobart in Australia to Newton Abbot. To demonstrate knowledge about the 7 continents of the world.
Disciplinary Knowledge	Name and locate your home, school and local places familiar to you in relation to Newton Abbot and England. Identify and describe some features of your own locality. Identify how physical features in own immediate environment affect how people live. Identify how physical features in own immediate environment affect how people live. Create a simple map of part of the school grounds. Identify landmarks and basic physical features on an aerial view. Compare different 2D and 3D ways of presenting the world in maps. Interpret a simple key to recognise physical or human features on a map. Use locational and directional language such as near, far, left, right and simple grid references to describe the location of features on a map. Make and record observations within the local environment, identifying how features change over time. Identify different opinions about what a place is like with evidence.	Name and locate your home, school and local places familiar to you. Name and locate the four countries of the United Kingdom, with their capital cities. Describe physical and human geographical features of the four countries of the UK. Identify and describe some features of your own locality. Identify and describe features of your own locality. Making and recording observations in your local environment. Illustrate your opinion about what a place is like with evidence.	Name and locate the seven continents and five oceans on different types of maps of the world. Identify polar regions and the equator on different types of maps of the world. Identify and describe some features of own locality. Identify similarities and differences between a locality in the UK and a contrasting non- European locality. Describe physical and human geographical features of the hottest and coldest places in the world. Identify how physical features in own immediate environment affect how people live. Compare different 2D and 3D ways of presenting the world in maps. Explain what makes a place distinctive when compared with another place.

Links to prior knowledge	KS1: Life in the city	KS1: using maps	KS1: naming and locating the 7 continents of the world.
Vocabulary	Compass directions, north, east, south, west, map, key, fieldwork, observation, Ariel photographs, plan perspective, town, location, locality, photo, cartographer, satellite, landmarks, hills, supermarkets, river, buildings.	Country, city, town, human features, physical features, ocean, sea, place, live, capital, cathedral, map, identify, continent, county, equator, United Kingdom.	Continents, identify, compare and contrast, world, equator, oceans, map, globe, features, food, traditions, landmarks, climate, weather.
Key knowledge for assessment	Why do we use maps? What are the different types of map? What is the purpose of a key? Can you create your own map and key?	What are the 7 continents of the world? What are the 4 countries of the UK? What are their capital cities? Where do we live? What are the human and physical features of our locality?	What are the 7 continents of the world? What are the main oceans of the world? How do the continents compare? Which continent do we live in?
Enrichment	A walk up to the Cops to see the view of Newton Abbot.	Fieldtrip around Newton Abbot to look at physical and human features.	DT- cooking from around the world. Local restaurants sharing food?
Facebook opportunities/ Family into school	Photos of the fieldwork Parents in and on Facebook to see the final maps	Parents sent songs to learn at home- videos of chn singing on Facebook. Fieldtrip photos on.	Parents to come and test food? Photos of the visit.