

KS1 Geography Progression Skills

	Term 1	Term 2	Term 3
Year A	<i>Rainforest</i>	<i>Pole to Pole</i>	<i>Around the World</i>
Year B	<i>Mexico</i>	<i>.....Local Area/Eyam</i>	<i>Hot and Cold Lands</i>

Locational knowledge	
<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 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>Around the World with Hoppy and Poppy Rainforest/Mexico</p>	<ul style="list-style-type: none"> ♦ Blank world map An exercise in which pupils use an atlas to name the world's continents and oceans. ♦ World jigsaw/Balloon globes A differentiated resource in which pupils assemble mixed-up pictures to create a world map. ♦ Label the world's oceans A worksheet activity, with key words, about locating the oceans of the world. ♦ Begin to locate continents and countries on a map, discussing their location in relation to the United Kingdom.
Place knowledge	
<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 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. 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>Our local area, The Plague, The Great Fire Around the world with Hoppy and Poppy</p>	<ul style="list-style-type: none"> ♦ The United Kingdom An overview of the countries of the UK and distances between some of the cities. ♦ Locating the UK Look at the different countries of the UK and their location on a map. ♦ London landmark fact sheets/powerpoint A series of fact sheets on key London locations with text and pictures. Begin to identify key landmarks in the UK, extending this to prominent London landmarks and statues relating to ♦ UK and Ireland PowerPoint presentation A presentation that includes facts about and pictures of the major cities in the UK and Republic of Ireland.

Human and physical geography	
<ul style="list-style-type: none"> 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>Topics:</p> <p>Local area/Rainforest/Tocuaro-Mexico</p>	<ul style="list-style-type: none"> ♦ Day in the life - Rainforest Pupils are able to discuss the similarities and differences between life for a school child in South America and in the UK ♦ Village life Use the Gomez family to compare features of the UK and Mexico. ♦ Types of houses A collection of houses from the UK and around the world to stimulate discussion. • With support, discuss the key human, physical and geographical features school grounds • Field Trip to explore the local area and create a whole class map to identify the key human, physical and geographical features of our village
<ul style="list-style-type: none"> 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>Hot and Cold Lands</p> <p>Cross curricular- Literacy non-fiction</p> <p>(polar bears, penguins, Africa)</p>	<ul style="list-style-type: none"> ♦ Weather chart Identify key features of the UK weather. ♦ Weather station/Travel agents role play An activity in which pupils present a fictional UK weather forecast. ♦ Weather word wall A selection of key words to recap weather. ♦ Around the world Talk about places around the globe in terms of climate and location. Identify the North and South Poles and the continents they are on
Vocabulary	
<ul style="list-style-type: none"> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> ♦ Geographical technical vocabulary A list of key words that satisfies the new curriculum programmes of study. ♦ Geographical features Label pictures with geographical words. ♦ Physical or human sheets Pupils identify human or physical features using key words.

Geography skills and fieldwork	
<ul style="list-style-type: none"> ♦ 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>Through all topics and discreet teaching of grid references in Numeracy</p>	<ul style="list-style-type: none"> ♦ Grid reference game Pupils to learn basic grid references. ♦ Hoppy and Poppy's map journey Pupils use atlases to identify the different countries the peach visits in Roald Dahl's book. ♦ UK map activity Children use an atlas to identify key features of the UK.
<ul style="list-style-type: none"> ♦ 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>Topics: Our local area/ Beebots/Roamer/Scratch</p> <p>Teaching of grid references in Numeracy</p>	<ul style="list-style-type: none"> ♦ Forest School activities A grid activity that can be differentiated to include compass directions. ♦ Treasure map Two blank treasure maps with compass points to allow students to create their own trails. ♦ Treasure hunt in the woods A series of worksheets to help pupils grasp compass points. ♦ Grid reference game Pupils to learn basic grid references.
<ul style="list-style-type: none"> • 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>Topics: Our local area</p>	<ul style="list-style-type: none"> ♦ Make a map lesson/Google Earth A lesson that incorporates atlases and ICT to get students to create their own maps. ♦ Map symbols PowerPoint presentation A simple presentation that introduces pupils to map symbols. ♦ Making a map of the classroom A detailed presentation and activity with aerial photographs that will help pupils to construct a map of their own.

- 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.

Topics:

Our local area

Forest School

- ♦ **Maps**

A lesson in which pupils study the features of a school and design their own map.

- ♦ **Elf hunt**

Students navigate around their school grounds to find hidden pictures of elves.

- ♦ **Scavenger hunt**

A simple and adaptable worksheet for pupils to use when observing features in their school grounds.

- ♦ **Google Earth**

Assessment Opportunities

Can they locate and label the continents? Are they able to locate and label the different oceans? Can they locate Antarctica and the South Pole? Are they able to describe simple differences in weather between North/ South Poles and the UK?

Can they locate India, Australia, Mexico using a globe?

Can they name and locate countries in the UK? Can they match the capital cities to the countries?

Are they able to use an aerial map of the playground to add their own key/ compass directions? Are they able to add in some human geographical features (school, walls, houses)?

Can they locate shore/ beach on the map/ atlas/ globe? Can they find the UK on a map and identify where a beach might be? Can they add a key to an aerial map of a beach? Are they able to label human and physical features on their map? Can they make comparisons between a Mexican village and Earl Sterndale?