

Curriculum Planning – Key skills and knowledge covered in each Year group

Geography

KS1													
Teaching Sequence in Geography	<p>The teaching sequence over the year must include:</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> Opportunity to ask geographical questions and enquire about their topic of interest based on prior learning knowledge. Where is this place? What is it like? (and why?) How and why is it changing? How does this place compare with other places? How and why are places connected? <p>Locational Skills</p> <ul style="list-style-type: none"> Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information. <p>Vocabulary – human and physical features to be included</p> <ul style="list-style-type: none"> Understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context. <p>Application-outdoor learning</p> <ul style="list-style-type: none"> Use the outdoors to understand process, map reading skills, directional language, to develop their fieldwork skills based on their learning <p>Apply their knowledge from their topic to the world around them locally and globally.</p> <ul style="list-style-type: none"> What could/should the world be like in the future? What can we do to influence change? 	Learning, working and talking like a geographer	<p>Being introduced to the key vocabulary that a Geographer would use; defining the key vocabulary that a geographer would use; high expectations of pupils ‘talking’ like a geographer.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Place</td> <td style="padding: 2px;">Having a ‘sense of place’ – simply put, what is the place like? Having the locational knowledge to describe where there are – which continent or ocean? Which country? Which local street? This focuses on how we create a sense of place (patterns, behaviour and communication), the specific key human and physical aspects of a place created by a shared human experience. 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Progression in Geography KS1													
Year 1	Year 2	End of Key Stage Expectations											
<p>Recognise similarities and differences of geographical features in own immediate environment.</p> <p>Talk about people and places within our local environment.</p> <p>Compare Birmingham with a contrasting place in the UK.</p> <p>Talk about people and places beyond my local environment.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p>Compare a local City/town in England with a contrasting city in a different country.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p>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>											
<p>Name and locate the four countries making up the British Isles, with their capital cities.</p> <p>Name the surrounding seas of the United Kingdom.</p> <p>Talk about the main features of each of the four countries that make up the United Kingdom.</p>	<p>Locate and name the continents on a World Map. Locate and label the five oceans.</p> <p>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Name and locate the world’s seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea</p>											

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities. Use aerial images to recognise landmarks and basic physical features. Use simple fieldwork to observe, measure and record the human and physical features in the local area. Use a simple key to recognise physical or human features on a map. Create a simple map of my local environment.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn and use the four points of a compass to describe the location of features on a map. Use locational and directional language such as: near, far, left, right to describe the location of features on a map. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Devise a simple map, and use and construct basic symbols in a key. Use simple grid references (A1, B1) Use fieldwork to observe, measure and record the human and physical features in the local area.	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 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
Ask and answer simple questions about the environment. Make observations about differences between differing environments.	Identify how and why the environment is changing. Answer questions about what can improve/harm the environment and how we can protect it.	Recognise that environments can be harmed/changed by human action.
Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality. Comparing and Contrasting a city with the seaside. Talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis. Identify land use around the school. Use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.	Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles. Compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences. Use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.	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 Use basic geographical vocabulary to refer to: 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

Year 1

Theme 1		Theme 2		Theme 3	
Concepts	Knowledge	Concepts	Knowledge	Concepts	Knowledge
Place	Is the classroom a place?	Human and physical processes	What weather do we have in different seasons? (link science) How does our weather change on a daily basis?	History Theme	History Theme
Geographical skills and fieldwork	Can you draw a simple map of the classroom? What are the key features? Can you use simple directional and locational language to guide someone who is blindfolded around the classroom?	Geographical skills and fieldwork	What symbols are used to represent different types of weather? Can you write a weather diary using correct symbols?		
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list		
Theme 4		Theme 5			
Concepts	Knowledge	Concepts	Knowledge		
Location	What are the four countries making up the United Kingdom? What are their capital cities? What are the main characteristics of these countries?	Place	What are the similarities and differences between Birmingham and Weston? What are the key human and physical features of these places?		

Geographical skills and fieldwork	Can you use a map, atlas or globe to identify the United Kingdom and its countries?	Location	Where are these two places? What are the names of the seas around the United Kingdom?		
		Human and physical processes	How does the use of land differ around these two places?		
		Geographical skills and fieldwork	Can I use aerial images to recognise landmarks and basic physical features of these two areas?		
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list		
		Year 2			
Theme 1		Theme 2		Theme 3	
Concepts	Knowledge	Concepts	Knowledge	Concepts	Knowledge
Geographical skills and fieldwork	Can I use an atlas, globe and digital mapping to locate the United Kingdom, Peru and South Africa? Can I use aerial images to recognise landmarks and features? Do I know the four points of a compass?	Geographical skills and fieldwork	Can I use fieldwork to observe and record human and physical features of Bournville on a simple map?	Location	Can I locate and name the world's seven continents and five oceans? Can I locate hot and cold areas of the world in relation to the Equator and the North and South Poles?
Human and physical processes/Place	What are the geographical similarities and differences between the United Kingdom and Peru? How might a refugee's home country be different to the UK?	Human and physical processes	Can I identify the key human and physical features of Bournville village?	Geographical skills and fieldwork	Can I use an atlas or globe to locate the above areas? Can I use the four points of a compass to describe these locations?
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list	Vocabulary	See vocabulary list
Theme 4					
Concepts	Knowledge	Concepts	Knowledge		
Geographical skills and fieldwork	Can I use fieldwork to observe, measure and record the human and physical features of the school grounds on to a simple map? Can I construct basic symbols in a key and use simple grid references (A1, B1) on my map? Can I use directional language and grid references to describe the location of features on a map?	Environment	How and why is the landscape of the world changing? What can harm/improve the environment? How can we help to protect our environment? What environmental issues are linked to Weston? What negative interactions are there between humans and the environment?		
		Geographical skills and fieldwork	How can aerial maps, photos and other media help to show us environmental changes?		
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list		