

# Knowledge and Skills Progression Map

## Treales CE Primary School 2023-2024

### Geography

#### Oak Class Cycle A Year 1 and 2

	Autumn 1	Spring 1/2	Summer 1/2
Focus	What is the geography of where I live?	Why does it matter where my food comes from?	How does the weather affect our lives?
National Curriculum	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</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 the United Kingdom</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical and human features</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Identify daily and seasonal weather patterns in the United Kingdom</li> <li>Use basic geographical vocabulary to refer to key physical and human features</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Use aerial photographs to recognise landmarks and basic human and physical features</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Identify daily and seasonal 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</li> <li>Use basic geographical vocabulary to refer to key physical and human features</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>Use simple fieldwork and observational skills to study key human and physical features of environments</li> </ul>

	<ul style="list-style-type: none"> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>• Use simple observational skills to study key human and physical features of environments</li> <li>• 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.</li> </ul>		
<p>Concepts</p>	<p>Urban - a built up area such as a city with a high population density.  Rural - areas of countryside outside of towns and cities.  Physical feature - natural things that would be present even if there were no people.  Human feature - things that have been constructed by people.  Environment - the particular physical and human features which make places distinctive.  Region - an area of land that has common features such as a particular climate or religion.  Land use - how people have decided to use an area for a specific purpose such as farming or building towns and cities.  Country - a nation with its own government and territory.  Location - the position of something on Earth.</p>	<p>Physical feature - natural things that would be present even if there were no people.  Human feature - things that have been constructed by people.  Environment - the particular physical and human features which make places distinctive.  Country - a nation with its own government and territory.  Weather - what's happening in the atmosphere at a given time e.g., sunshine, wind, rain.  Urban - a built up area such as a city with a high population density.  Rural - areas of countryside outside of towns and cities.  Landscape - everything that can be seen when looking at a particular place.  Agriculture - growing crops and rearing animals on farms.</p>	<p>Physical feature - natural things that would be present even if there were no people.  Human feature - things that have been constructed by people.  Environment - the particular physical and human features which make places distinctive.  Continent - one of the seven large masses of land that make up the world.  Ocean - one of the five large areas of saltwater that cover the Earth's surface.  Country - a nation with its own government and territory.  Atmosphere - the layer of gas that surrounds the Earth, often called air.  Weather - what's happening in the atmosphere at a given time e.g., sunshine, wind, rain.  Season - one of the four parts of the year when the weather changes significantly.  Desert - an environment that is very dry because it receives very little precipitation.</p>

	<p>Transport - carry people or goods from one place to another by vehicle, aircraft or ship.</p> <p>Residential areas - where the majority of land is occupied by people's homes.</p> <p>Public service - something provided for the benefit of people by the government.</p> <p>Economic activity - making a product or providing something that others pay for.</p> <p>Open space - land that is mostly covered with grass, trees, shrubs or other vegetation.</p> <p>Agricultural - growing crops and rearing animals on farms.</p> <p>Settlement - any place where people live such as a village or city.</p>	<p>Trade - buying or selling goods and services between people and countries.</p> <p>Economic activity - making a product or providing something that others pay for.</p> <p>Settlement - any place where people live such as a village or city.</p>	
<p>Key Vocabulary</p>	<p><b>Landscape</b> - everything that can be seen when looking at a particular place.</p> <p><b>City</b> - a place where many tens of thousands of people live and work very closely together alongside shops, offices and businesses.</p> <p><b>Town</b> - a place with lots of houses where people live and work that is smaller than a city.</p> <p><b>Village</b> - a place with a small number of houses for a few hundred people found in the countryside.</p> <p><b>Hamlet</b> - a very small place with just a collection of houses but no shops or other amenities.</p> <p><b>Commercial</b> - something involving making products or providing services to make money.</p>	<p><b>Raw material</b> - things found in nature that are used to make products people use.</p> <p><b>Export</b> - sell items to people in other countries.</p> <p><b>Import</b> - buy items made by people in other countries.</p> <p><b>Manufacture</b> - make or assemble a product for sale.</p> <p><b>Refine</b> - remove the impurities from something.</p> <p><b>Pasture</b> - land used on farms to grow grass for animals such as cows to feed on.</p> <p><b>Plantation</b> - a large farm which specialises in growing just one crop such as bananas.</p> <p><b>Nutrition</b> - giving the body the food it needs to grow and be healthy.</p>	<p><b>Island</b> - an area of land surrounded by water.</p> <p><b>Equator</b> - an imaginary line drawn around the centre of the Earth.</p> <p><b>North Pole</b> - the point farthest north on planet Earth.</p> <p><b>South Pole</b> - the point farthest south on planet Earth.</p> <p><b>Adaptation</b> - how living things are particularly suited to the environment in which they live.</p> <p><b>Expedition</b> - a journey undertaken by a group of people to explore a particular place.</p>

	<p><b>Retail</b> - selling things directly to customers in shops.</p> <p><b>Farm</b> - an area of land used to grow crops or to rear animals.</p> <p><b>Arable</b> - land used for growing crops on farms.</p> <p><b>Pastoral</b> - land used to rear livestock on farms.</p> <p><b>Service</b> - Service: something that people buy but is not a physical product such as a holiday.</p>	<p><b>Tropical</b> - regions of the Earth surrounding the equator.</p> <p><b>Temperate</b> - regions of the Earth lying between the tropics and polar areas.</p>	
<p>Prior Knowledge (indicate year group)</p>	<p><b>Earlier in Key Stage 1 pupils learned:</b> The physical and human features of the coast and seaside areas. The distinction between rural and urban environments. Some of the negative impacts people can have on environments. That the United Kingdom is one country of Europe. What the environments of temperate, polar and tropical regions are like. To observe, record, present and interpret information collected through fieldwork (Weather).</p> <p><b>In Nursery and Reception pupils have:</b> Understood the difference between natural and human made features of the school grounds and local area Located key features of the school grounds on an outline plan Observed the school grounds and local area on Google Earth Pro Gathered information from a map and drawn their own simple maps</p>	<p><b>Earlier in Key Stage 1 pupils learned:</b> The elements that make up the weather and observed and recorded how these changed locally over time About the different weather associated with the four seasons of the year The location of hot and cold places in the world A range of vocabulary and concepts related to the weather (see learning organiser)</p> <p><b>In Nursery and Reception pupils learned:</b> Experienced different weather conditions when outside and the clothes they wear accordingly Observed and discussed how the weather changes during the day and four seasons Observed and discussed seasonal signs in the natural world Located the UK on a globe, world map and in an atlas</p>	<p><b>In Nursery and Reception pupils have:</b> Experienced different weather conditions when outside and the clothes they wear accordingly Observed and discussed how the weather changes during the day and four seasons Observed and discussed seasonal signs in the natural world Located the UK on a globe, world map and in an atlas Know that continents are land and oceans water and that there are many countries in the world</p>

	<p>Observed the location the United Kingdom is on a world map and globe          Learned that they live in the United Kingdom</p>	<p>Know that continents are land and oceans water and that there are many countries in the world</p>	
<p>Key Knowledge (Substantive)</p>	<p>The physical and human features of a range of significant geographical locations.          The physical and human features of my locality.          What the term 'land use' refers to.          That the main types of land use are transport, residential, economic activity, public services, open space and agricultural.          How to carry out fieldwork including the use of Google Earth Pro and Google Street View, to identify, describe and record the main types of land use in the locality of my school.          Present the data I collect through fieldwork graphically and as a land use map.          Suggest reasons to explain what my results show.          Where I live in the United Kingdom in relation its four nations, largest cities and the European continent.          Ways in which the environment of the local area has changed in the past and is changing now, and the possible reasons for this.          How to plan and plot a geographical tour around the local area that includes its key physical and human features.</p>	<p>What a farm is and what happens on a dairy farm.          How milk is used as a raw material of dairy products .          The physical and human features of the rural and urban landscapes of Devon in the UK.          Why the weather in Devon makes it an ideal place for dairy farming.          How weather conditions in Devon compare with those of the UK as a whole.          What trade is and what importing and exporting means.          The most popular fruits consumed in the UK and where in the world they are produced.          The stages of growing bananas and exporting them to the UK.          How sugar is refined from sugar beet.          Some of the benefits of buying food locally.          The different meat produced by animals in Britain.          What 'free range' means.</p>	<p>The names and location of the world's continents and oceans.          The location of the Equator, North Pole and South Pole.          The elements that make up the weather          Observe and measure elements of the weather using simple instruments.          Record my results and display them graphically.          How and why the weather changes in the UK during the four seasons.          The location of hot and cold places in the world and how the weather varies in these places.          Why temperatures decreases from the Equator towards the North and South Pole.          The features of the environments of Antarctica and the Sahara Desert.          Why Antarctica and the Sahara are both Deserts.</p>

<p><b>Key Skills (Disciplinary)</b></p>	<p>Recognise - Name and point out who or what something is.  Identify - Distinguish something or someone from others that may be similar.  Describe - 'Say what you see'. Give an account in words of something or someone.  Observe - Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others.  Select - Decide upon and choose that information considered most suitable or relevant.  Categorise/ Classify - Arrange information into particular groups according to shared qualities or characteristics.  Sequence - Place a set of related events or things that follow each other into an order.  Compare and contrast - Find similarities and differences.  Recall - Remember and recount something learned.  Reason/ speculate - Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition.  Summarise - Outline or sum up briefly the main points about something</p>	<p>Recognise - Name and point out who or what something is.  Identify - Distinguish something or someone from others that may be similar.  Describe - 'Say what you see'. Give an account in words of something or Someone.  Observe - Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others.  Select - Decide upon and choose that information considered most suitable or relevant.  Categorise/Classify - Arrange information into particular groups according to shared qualities or characteristics.  Sequence - Place a set of related events or things that follow each other into an order.  Compare and contrast - Find similarities and differences.  Recall - Remember and recount something learned.  Reason/ speculate - Thinking and forming ideas about something without necessarily firm evidence yet to back it up –conjecture, supposition.  Summarise - Outline or sum up briefly the main points about something.</p>	<p>Recognise - Name and point out who or what something is.  Identify - Distinguish something or someone from others that may be similar.  Describe - 'Say what you see'. Give an account in words of something or someone.  Observe - Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others.  Select - Decide upon and choose that information considered most suitable or relevant.  Categorise/Classify - Arrange information into particular groups according to shared qualities or characteristics.  Sequence - Place a set of related events or things that follow each other into an order.  Compare and contrast - Find similarities and differences.  Recall - Remember and recount something learned.  Reason/speculate - Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition.  Summarise - Outline or sum up briefly the main points about something.</p>
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<p>Geographical techniques</p>	<p><b>Fieldwork data collection</b> - Identify, observe and record data using digital imagery, tally charts and outline maps of the locality.  <b>Data representation</b> - Bar graph, pictogram, terrestrial photographs, annotated maps.  <b>Mapwork</b> - Street plans and 1:25,00 Ordnance Survey maps.  <b>GIS</b> - Google Earth Pro and Google Street View.</p>	<p><b>Mapwork</b> - World maps, atlases and globes. Terrestrial photographs, aerial and satellite photographs.  <b>GIS</b> - Google Earth Pro.</p>	<p><b>Fieldwork data collection</b> - Maximum and minimum thermometer, anemometer, weather vane, eight points of the compass and cloud cover- oktas.  <b>Data representation</b> - Bar graph, pictogram, tally chart and wind rose.  <b>Mapwork</b> - World maps, atlases and globes. Terrestrial, aerial and satellite photographs  <b>GIS</b> - Google Earth Pro</p>
<p>Possible-sequence of lessons – enquiry questions?</p>	<p>What is geography all about?  Whereabouts in the United Kingdom do I live?  What does the Geographical Information System (GIS) in Google Earth tell me about the geography of the local area?  What are the main land uses within my local area?  How can we introduce people to the physical and human geography of our local area?</p>	<p>Where do dairy products come from?  Why are there so many dairy farms in Devon?  How does Quicke's Dairy Farm in Devon make cheese?  How does our list of favourite fruit and vegetables compare with the favourites of other people?  Why is it important to know all about sugar?  Why does John have so many happy customers at his shop?</p>	<p>What is the weather?  How do great artists paint the weather?  How does the weather change through the seasons of the year?  Why isn't the weather the same everywhere in the world?  How can Antarctica be a desert when it's the coldest place on Earth?  Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar?</p>
<p>End of unit goals  Suggested assessment task?</p>	<p><b>Describe</b> the difference between physical and human features.  <b>Identify, describe and compare and contrast</b> the physical and human features of a range of significant locations around the world.  <b>Identify, describe and compare and contrast</b> the physical and human features they observe and record in the locality.  <b>Categorise</b> their observations into the five main types of land use.</p>	<p><b>Recognise</b> that food comes from plants and animals.  <b>Describe</b> what a farm is.  <b>Identify</b> and <b>describe</b> what happens on a dairy farm.  <b>Describe</b> and <b>suggest reasons</b> why the weather in Devon makes it a good place for dairy farming.  <b>Compare</b> the weather conditions in Devon with those in other regions of the UK.  <b>Describe</b> how cheese is made from milk.  <b>Identify, describe</b> and <b>rank order</b> the top ten most popular fruits in the UK</p>	<p>Correctly <b>recognise, name and locate</b> the world's continents and oceans on a world map.  Correctly <b>recognise, name and locate</b> the Equator, North Pole and South Pole on a world map.  <b>Identify and describe</b> the main elements of the weather.  <b>Observe and record</b> elements of daily weather over several days.  <b>Present</b> their results using a range of simple techniques.  <b>Describe and suggest reasons</b> for the changes their results show.</p>

	<p><b>Describe</b> what each of these land use categories is – <i>transport, residential, economic activity, public services and open space</i>.</p> <p><b>Present</b> their findings using a range of graphs, charts and maps.</p> <p><b>Describe and suggest reasons</b> for what their results show.</p> <p><b>Locate and describe</b> where they live in the United Kingdom in relation its four nations, largest cities and the continents of the world.</p> <p><b>Describe and suggest reasons</b> for ways in which they observe the environment of the local area changing.</p>	<p>and <b>give reasons</b> why half of these are imported.</p> <p><b>Identify</b> where Costa Rica is and <b>suggest reasons</b> why bananas can be grown here and not in the UK.</p> <p><b>Describe</b> how sugar is made from sugar beet.</p> <p><b>Identify and describe</b> different kinds of vegetables .</p> <p><b>Identify and describe</b> the animals from which different types of meat originates.</p>	<p><b>Describe</b> how weather conditions change in the UK during the four seasons.</p> <p><b>Identify and locate</b> hot and cold areas of the world on a world map.</p> <p><b>Describe</b> how the weather is different in some countries in the hot and cold areas of the world.</p> <p><b>Describe and suggest reasons</b> for how the temperature changes between the Equator and the North Pole and South Pole.</p> <p><b>Compare and contrast</b> the environments of Antarctica and Sahara.</p>
<p>Suggestions for the development of greater depth</p>	<p>Use Google Earth Pro and Google Street View to <b>describe and explain</b> the similarities and differences in the land uses of their locality and those of the locality of other schools at different locations in the United Kingdom.</p>	<p>Identify and describe the features of the four main types of farm in the UK. Locate the main farming regions on a map of the UK.</p> <p>Explain why buying locally produced and 'free range' food can be beneficial.</p>	<p><b>Explain</b> different ways in which weather can affect our daily lives.</p> <p><b>Explain</b> why there are seasonal changes in weather.</p> <p><b>Explain</b> the distribution of hot and cold places in the world.</p> <p><b>Understand</b> why Antarctica and the Sahara are both classified as deserts.</p>
<p>Enrichment opportunities</p>			