



# Newfield Primary School

## Geography Progression KS1

Year 1 – Our School		
<b>National Curriculum:</b>  Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.  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	<b>Key skills / Themes</b>  Geographical skills – mapping	<b>Key Vocabulary:</b>  school, map, key, litter, pollution, manmade, materials, buildings, playground, car park, entrance, gate
<b>Prior Learning:</b>  EYFS – Draw information from a simple map  Examples - Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.	<b>Planned learning:</b>  Children will be getting to know the school grounds well and mapping all or part of it using a simple key. They will also be identifying natural and manmade materials around the school and identifying any pollution and litter issues by carrying out fieldwork.	<b>Future learning:</b>  KS2 – finding rivers on maps, using topographic maps to locate mountainous regions, using interpreting and using thematic maps

## Year 1 – London

<p><b>National Curriculum:</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>Key skills / Themes</b></p> <p>Locational knowledge</p> <p>Human and physical geography</p>	<p><b>Key Vocabulary:</b></p> <p>aerial picture, Big Ben, Bridge, Buckingham Palace, Building, City Cathedral, Houses of Parliament, Landmark, London</p>
<p><b>Prior Learning:</b></p> <p>EYFS -</p> <p>Recognise some environments that are different from the one in which they live</p> <p>Examples - Teach children about a range of contrasting environments within both their local and national region. Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play</p>	<p><b>Planned learning:</b></p> <p>Name and describe the purpose of human features and landmarks.</p> <p>Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.</p>	<p><b>Future learning:</b></p> <p>KS2 – Types of settlements, migration from Turkey, Birmingham study, local area study</p>

## Year 1 – Animals around the world

<p><b>National Curriculum:</b></p> <p>Name and locate the world’s seven continents and five oceans.</p> <p>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.</p> <p>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>	<p><b>Key skills / Themes</b></p> <p>Locational knowledge Human and physical geography Geographical skills</p>	<p><b>Key Vocabulary:</b></p> <p>continents, ocean, sea, marine, coastal, equator, temperature, environment, distance, seasons, weather, hibernation, migrate, summer, winter, spring, autumn, national, native</p>
<p><b>Prior Learning:</b></p> <p>EYFS -</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Examples - Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on</p>	<p><b>Planned learning:</b></p> <p>Name and locate the world's seven continents and five oceans on a world map.</p> <p>Identify location’s temperature based on distance from equator.</p> <p>How animals are affected by the climate.</p>	<p><b>Future learning:</b></p> <p>KS1 – Exploring the World – maps, continents</p> <p>KS2 – how climate affects the way people live, how oceans affect humans behaviour and settlements, Human and physical characteristics of North and South America, Agriculture in the Amazon , How do global changes affect places in Ethiopia, Jamaica and it’s tourist industry</p>

## Year 2 – Exploring the World

<p><b>National Curriculum:</b></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>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>	<p><b>Key skills / Themes</b></p> <p>Geographical skills Place knowledge</p>	<p><b>Key Vocabulary:</b></p> <p>Africa, Asia, Europe, Australia, Antarctica, Arctic Ocean, Atlantic Ocean, Celtic Sea, United Kingdom, Atlas, Map, Ocean, Continent, North America, South America, Indian Ocean, Pacific Ocean, Southern Ocean</p>
<p><b>Prior Learning:</b></p> <p>EYFS</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Examples - Teach children about a range of contrasting environments within both their local and national region. Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>	<p><b>Planned learning:</b></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use compass directions</p> <p>Compare England to Somalia</p>	<p><b>Future learning:</b></p> <p>KS2 - How oceans affect humans behaviour and settlements, Human and physical characteristics of North and South America, Agriculture in the Amazon, How do global changes affect places in Ethiopia, Jamaica and it's tourist industry</p>

## Year 1 – Weather Patterns

<p><b>National Curriculum:</b></p> <p>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>	<p><b>Key skills / Themes</b></p> <p>Human and physical geography</p>	<p><b>Key Vocabulary:</b></p> <p>seasons, observations, record, temperature, thermometer, United Kingdom, equator, Singapore, Polar, Norway, weather forecast, extreme, symbols, drought, flooding, blizzard, heatwave, hurricane, climate</p>
<p><b>Prior Learning:</b></p> <p>EYFS - Understand the effect of changing seasons on the natural world around them.</p> <p>Examples - Guide children's understanding by draw children's attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play.</p>	<p><b>Planned learning:</b></p> <p>What's the difference between seasonal weather and daily weather? How does the weather change during each season in the United Kingdom? How climate conditions vary in inland and coastal areas. Explain differences in seasonal and daily weather in other parts of the world. Consider not only how they differ to UK weather, but how the weather in polar and equatorial regions affects human behaviour.</p>	<p><b>Future learning:</b></p> <p>KS2 - Relationship between mountains and weather, climate zones, climate and relationship with oceans, North and south poles, biomes within climates</p>

## Year 2 – Coastline

<p><b>National Curriculum:</b></p> <p>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</p> <p>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> <p>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>	<p><b>Key skills / Themes</b></p> <p>Geographical skills Human and physical geography</p>	<p><b>Key Vocabulary:</b></p> <p>Atlantic Ocean, atlas, bay, beach, boat, Cave, cliff, coast, coastal town, coastguard, coastline, current, erosion, English Channel, fisherman, harbour, lighthouse, map, North Sea, pier, port, rock, Saltwick Nab</p>
<p><b>Prior Learning:</b></p> <p>EYFS –</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Examples - Teach children about a range of contrasting environments within both their local and national region. Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>	<p><b>Planned learning:</b></p> <p>Investigate the physical and human features of coastal regions across the UK.</p> <p>Navigate using a map of a coastal town</p> <p>Learn how a place might change over time due to erosion</p> <p>Explore the coastal town of Whitby in Yorkshire.</p>	<p><b>Future learning:</b></p> <p>KS2 - Diversity in the UK coastline. Processes of erosion, transportation &amp; deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast</p>

For KS2 progression, please see the Opening World documents (Humanities Curriculum Plan & Rationale, Progression in Geography)