

Geography Knowledge and Skills Progression Map (Cycle B) – St Mary’s Primary School

Class 2 Year 1/2			
	Autumn 2	Spring 2	Spring 2
Focus	World Geography	Fieldwork	Local Geography (Lea Town, UK, Lancaster)
Topic	African Explorers	Ramblers	Down in the Jungle
National Curriculum	<p>Place knowledge</p> <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>Human and physical geography</p> <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 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 <p>Geographical skills and fieldwork</p> <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 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 aerial photographs and plan perspectives to recognise landmarks and basic human and 	<p>Geographical skills and fieldwork</p> <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 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 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 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. 	<p>Place knowledge</p> <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>Human and physical geography</p> <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 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 <p>Geographical skills and fieldwork</p> <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 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a

	<p>physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • 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. 		<p>simple map; and use and construct basic symbols in a key</p>
Concepts	<p>Weather and Climate Environments Space Place Earth Systems Environment</p>	<p>Environments Environment</p>	<p>Population and Migration Space Place</p>
Key Vocabulary	<p>Africa, continent, country, capital city, Kenya, Nairobi, Indian Ocean, flag, equator, weather, climate, atlas, Map, key, label, Nairobi, River Tana, Mount Kenya, tourists, population, equator, drought, deserts, culture, volcanoes, Great Rift Valley, Swahili, National Park, savannah, National park, game reserve, savannah, wetlands, grasslands, marine, wildlife, endangered species, habitat, safari, tourism, tourists, holiday, protect, map, key, Big Five, tourists, endangered, protect, habitat, climate, weather, migrate, extinct, Maasai tribe, culture, tradition, jumping dance, warriors, competitive, Compare, similar, different, rural, urban, farm, countryside, city, culture, maize.</p>	<p>Sketch map, key, title, compass rose, direction, aerial (bird's eye) view, map symbols, Compass, compass rose, direction, route, local area, near/far, distance, time, transport, Map symbols, atlas, index, page numbers, contents, key, human, physical, continent, country, capital city, atlas, index, page numbers, key, contents page, cartographer, continent, ocean, countries, Aerial view, bird's eye view, ground level view, above, perspective, plan, key, labels, title, colour code, satellite, human, physical, senses, Human, physical, man-made, natural, sea, ocean, water, mass, salt water.</p>	<p>World map, continent, ocean, equator, northern hemisphere, southern hemisphere, Asia, Africa, North America, South America, Australia, Europe, Antarctica, Atlantic, Pacific, Indian, Arctic Ocean, Antarctic Ocean, land, sea, sphere, World, continent, ocean, land, population, country, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, globe, world map, Journey line, route, travel, sphere, compass, directions, North, East, South, West, northern hemisphere, southern hemisphere, equator, Northern Hemisphere, Southern Hemisphere, hot, cold, climate zones, weather, climate: cold/polar, temperate, warm, tropical, adapt, habitats, Continent, Europe, European, France, Paris, capital city, region, evaluate, senses, cuisine, Aerial view, bird's eye view, photograph, beach, cliff, coast, forest, hill, mountain, sea, river, valley, vegetation, farm, house, port, shop.</p>
Prior Knowledge (previous year groups)	<p>Year 1- Hot and Cold Places – continents, oceans, countries on/near the equator, human and physical geography Year 1- Down in the Jungle - continents, oceans, countries on/near the equator, habitats (similarities and differences), human and physical geography Year 1- Down by the Cool of the Pool - human and physical geography Year 2- Seasonal Changes – seasons, local area, weather patterns Year 2- African Explorers – continents, oceans, hot places, equator, human and physical geography Year 2- Ramblers – local area, human and physical geography, comparing local area and another UK area to compare and contrast</p>		
Key Knowledge	<p>Identify simple human and physical features within an area (Kenya)</p>	<p>Identify a range of map symbols</p>	<p>Describe a place using human and geographical language</p>

	<p>Identify the names and locations of continents and oceans around the world</p> <p>Identify and explain similarities and differences between 2 places (Kenya and UK)</p> <p>Identify different climates of the world</p> <p>Understand the term 'migration'</p>	<p>Compare 2 different places, identifying similarities and differences</p> <p>Use positional language, including compass directions</p>	<p>Identify and describe places using climate vocabulary</p>
Fieldwork Opportunities	<p>Use atlas/maps to locate continents/oceans (World)</p>	<p>Drawing/labelling maps/route maps with symbols</p>	<p>Use an atlas and maps to locate an area</p> <p>Use photographs to describe areas within the UK</p> <p>Compare 2 places using photographs</p>
Key Skills	<p>Use an atlas accurately and efficiently</p> <p>Identify climates in different areas of the world</p> <p>Identify landmarks within an area</p>	<p>Confidently use an atlas</p>	<p>Locate countries around the world using an atlas</p> <p>Confidently use a compass</p>
Sequence of lessons	<ol style="list-style-type: none"> 1. Locate Kenya on a world map (in comparison to UK)- continents and oceans to also be labelled as well as equator 2. Draw a simple map of Kenya including human and physical features 3. Understand what a National Park is, using a compass to describe where places are on a map 4. Research and create NCR about animals found in Kenya 5. Understand the traditions of the Maasai Tribe 6. Make comparisons between daily life in Africa and UK 	<ol style="list-style-type: none"> 1. Create a map of the school grounds 2. Use a compass and directions to move around a map/plan a route around the local area 3. Use an atlas to locate places (cities/local area) on a UK map 4. Use an atlas to locate places around the world 5. Create and observe aerial views of the school/local area 6. Describe human and physical geography (using symbols as a guide) and identify the oceans and continents around the world 	<ol style="list-style-type: none"> 1. Locate the continents and oceans from around the world 2. Identify continents using key features i.e. relief, climate etc. 3. Create a journey around the world 4. Identify hot and cold climates around the world 5. Identify the continent we live in and describe it using human and physical features 6. Describe areas using aerial photographs
End of unit goal/s. Suggested Assessment Task	<p>Information leaflet about Kenya</p> <p>Design a holiday brochure to visit Kenya</p> <p>NCR about animals in different climates/countries</p>	<p>Create their own treasure map for others to follow (within school grounds)</p>	<p>Create an information leaflet about Blackpool and Lea Town</p> <p>Create an information sheet about a European destination</p>
Suggestions for Greater Depth Learning	<p>Research additional explorers from different fields of study</p>	<p>Research other types of maps</p> <p>Use research to identify routes to places around the UK and world</p>	<p>Research Blackpool's history</p> <p>Research Preston's history</p>
Enrichment Opportunities	<p>Explorers Day</p> <p>Creepy Crawly Roadshow</p> <p>Observe cameras in National Parks in Kenya</p>	<p>Outdoor Adventure Day</p> <p>Orienteering session/s</p> <p>Visit to Rivington</p>	<p>Outdoor Adventure Day</p> <p>Visit the seaside</p> <p>Visit the Sealife Centre</p>

Links to Future Learning	Year 3- Globe Trotters – contrasting areas in Europe Year 3- Hide and Seek – contrasting area/s within the UK (Lake District) Year 4- Where are we? – human and physical features within the local area (Preston) Year 4- Mexican Madness – climate comparison (Mexico), import/export Year 4- Turn That Tap Off! – water cycle/pollution/water treatment Year 5- Please Sir, Can I have Some More? – Fair Trade Year 6- War of the Worlds – location of cities within the UK, human and physical geography Year 6- Fair is Fair – Fair Trade around the world Year 6- Oh Romeo, Romeo... - mapping and fieldwork in the local area Year 6- A Stitch in Time – fieldwork of seaside towns and cities within the UK
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