

## Geography Knowledge and Skills Progression Map (Cycle A) – St Mary's Primary School

Class 2 Year 1/2			
	Autumn 1	Spring 2	Summer 2
Focus	World Geography	World Geography (Continents and Oceans)	Local Geography (Seaside Locations)
Topic	Hot and Cold Places	All Around the World	Sand Sculptures
BIG Question	Is the weather the same all around the world?	What's it like to live around the world?	How can we describe seaside towns?
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, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</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>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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</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>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, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</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 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</li> <li>use aerial photographs and plan perspectives to recognise landmarks and</li> </ul>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>		basic human and physical features; devise a simple map; and use and construct basic symbols in a key
Concepts	Weather and Climate Environments <b>Space Place Earth Systems Environment</b>	Environments Weather and Climate <b>Space Place Earth Systems Environment</b>	Settlements and Land Use <b>Space Place</b>
Key Vocabulary	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.	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.	Visit, locate, resort, holiday, coast, national, international, near, far, village, town, city, countryside, urban, rural, human, physical, tourists, local area, Seaside, coast/coastline, beach, human, physical, aerial view, bird's-eye view, observe, sand, sea, promenade, cliffs, coast, pier, vegetation, harbour, shop, sand dunes, bay, lighthouse, Past, present, holiday, town, country, United Kingdom (UK), England, Scotland, Wales, Northern Ireland, compare, tourists, Man-made, natural, St. Ives, Cornwall, South West, town, coast, bay, harbour, headland, attractions, map, route, map symbols, key, compass, compass directions, north, east, south, west, Island(s), United Kingdom (UK), Britain, Northern Ireland, mainland, sea, coast, hot, cold, Equator, weather, climate, water, Fieldwork, resort, map, map symbols, route, observe, compass directions, record, safety.
Prior Knowledge (previous year groups)	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		
Key Knowledge	Identify simple human and physical features within an area Identify 4 point compass directions Identify and explain similarities and differences between 2 places Compare a location from around the world to the UK/local area Identify different climates of the world	Identify Continents and Oceans around the world Identify different climates Identify different types of settlements Identify populations Identify land use	Identify common seaside towns and their locations Identify similarities and differences between coastal towns Know and understand the term coast and words associated with coastal features Identify similarities and differences between coasts and Lea Town Names the countries and seas in the UK
Fieldwork Opportunities	Use atlas/maps to locate continents/oceans (World)	Use atlas/maps to locate continents/oceans	Use an atlas and maps to locate an area Use photographs to describe areas within the UK (Seaside locations)
Key Skills	Use an atlas accurately and efficiently Identify climates in different areas of the world	Use atlas/maps to locate an area/s Identify countries, equator, North and South Poles Locate different climate regions around the world	Use an atlas accurately and efficiently Use a key on a map Sketch and annotate a map of an area Locate seaside towns on a map
Sequence of lessons	1. Understand and identify different types of weather and the seasons 2. Understand what a weather forecast shows 3. To understand the dangers of different weather types 4. Understand the word climate and identify different climates around the world (hot and cold places-climate) 5. Identify the continent we are a part of and its key features 6. Use aerial photographs to view different places; identify similarities and differences	1. Use an atlas to identify and locate continents and oceans around the world 2. Use an atlas to identify countries within continents (including identifying settlements, population and land use) 3. To identify how to move around the world using transport 4. To identify different climates from around the world 5. To identify key features of Europe 6. To identify and discuss the features of an area using aerial photography	1. Identify the locations of seaside towns on a map 2. Identify the key features of coastal locations using aerial photographs 3. Identify changes from the past to present in a seaside location (History of seaside towns) 4. Describe seaside towns using appropriate vocabulary 5. Identify different islands (Mull and Struay) 6. Visit a seaside town- fieldwork task
End of unit goal/s. Suggested Assessment Task	Information leaflet about different climates NCR about animals in different climates	Create their own weather report (Green Screen)	Create an information leaflet about a known seaside town
Suggestions for Greater Depth Learning	Further research and presentation of climates around the world Research animals native to specific continents	Watch the weather reports Record/observe the weather in other areas of the world Learn about a travel agents job Write a letter to Sir David Attenborough	Research seaside towns and their history

Support for children with SEND *This is dependent upon additional need of the child*	Variety of activities/tasks to engage the child- written, sorting, books, video clips, pictures, discussions, research, iPads, laptops Teacher/Teaching Assistant group work Adult to scribe ideas for child Additional processing time Over-Learning (repetition) Peer support- partner to support with writing/scribing/developing ideas Word bank available Talking Tin/iPad available to record ideas Pre-teach vocabulary Coloured Overlays/resources on coloured paper Larger fonts of text Limited amount of text on pages Knowledge Organisers (also to be sent home) Mind maps/ Knowledge Trees Reduced amount of written work Working Wall prompts Sentence openers/sentence stems- scaffolded sentence writing from peer/adult Brain-breaks when necessary	Variety of activities/tasks to engage the child- written, sorting, books, video clips, pictures, discussions, research, iPads, laptops Teacher/Teaching Assistant group work Adult to scribe ideas for child Additional processing time Over-Learning (repetition) Peer support- partner to support with writing/scribing/developing ideas Word bank available Talking Tin/iPad available to record ideas Pre-teach vocabulary Coloured Overlays/resources on coloured paper Larger fonts of text Limited amount of text on pages Knowledge Organisers (also to be sent home) Mind maps/ Knowledge Trees Reduced amount of written work Working Wall prompts Sentence openers/sentence stems- scaffolded sentence writing from peer/adult Brain-breaks when necessary	Variety of activities/tasks to engage the child- written, sorting, books, video clips, pictures, discussions, research, iPads, laptops Teacher/Teaching Assistant group work Adult to scribe ideas for child Additional processing time Over-Learning (repetition) Peer support- partner to support with writing/scribing/developing ideas Word bank available Talking Tin/iPad available to record ideas Pre-teach vocabulary Coloured Overlays/resources on coloured paper Larger fonts of text Limited amount of text on pages Knowledge Organisers (also to be sent home) Mind maps/ Knowledge Trees Reduced amount of written work Working Wall prompts Sentence openers/sentence stems- scaffolded sentence writing from peer/adult Brain-breaks when necessary
Enrichment Opportunities	Zoo trip Zoologist visitor in school Creepy Crawly Roadshow	Green Screen Technology session/s Zoom Call to a weather report/meteorologist Visit to the farm	Outdoor Adventure Day Orienteering session/s
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		