

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

Class 2 Year 1/2			
	Autumn 2	Spring 2	Summer 1
Focus	World Geography	UK Study including coasts	Fieldwork
Topic	African Explorers	Ramblers	Down by the Cool of the Pool
BIG Question	What's it like to live in Africa?	Is the UK the same everywhere?	What's it like to look at our school from the air?
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 	<p>Locational knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and physical geography</p> <ul style="list-style-type: none"> use basic geographical vocabulary to describe human and physical features <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 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>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"> 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 simple map; and use and construct basic symbols in a key

	<ul style="list-style-type: none"> • 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. 		
Concepts	Weather and Climate Environments Space Place Earth Systems Environment	Environments Environment	Population and Migration Space Place
Key Vocabulary	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.	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, 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.	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.
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 (Kenya)	Identify a range of map symbols	Describe a place using human and geographical language

	<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 (aerial photography)</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 UK including coasts 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, including coasts and seas 	<ol style="list-style-type: none"> 1. Draw a simple sketch map of the local area with symbols 2. Use compass directions to plan a route between two locations 3. Use an atlas to locate locations around the UK 4. Use an atlas to locate places around the world, using riddles 5. Identify key features of the local area (including school) using aerial photography 6. Identify human and physical features of the local area using aerial photography
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>Write a letter to the Governors/Local Authority on ways to improve the local area/school</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>
Support for children with SEND *This is dependent upon additional need of the child*	<p>Variety of activities/tasks to engage the child-written, sorting, books, video clips, pictures, discussions, research, iPads, laptops</p> <p>Teacher/Teaching Assistant group work</p> <p>Adult to scribe ideas for child</p>	<p>Variety of activities/tasks to engage the child-written, sorting, books, video clips, pictures, discussions, research, iPads, laptops</p> <p>Teacher/Teaching Assistant group work</p> <p>Adult to scribe ideas for child</p>	<p>Variety of activities/tasks to engage the child-written, sorting, books, video clips, pictures, discussions, research, iPads, laptops</p> <p>Teacher/Teaching Assistant group work</p> <p>Adult to scribe ideas for child</p>

	<p>Additional processing time</p> <p>Over-Learning (repetition)</p> <p>Peer support- partner to support with writing/scribing/developing ideas</p> <p>Word bank available</p> <p>Talking Tin/iPad available to record ideas</p> <p>Pre-teach vocabulary</p> <p>Coloured Overlays/resources on coloured paper</p> <p>Larger fonts of text</p> <p>Limited amount of text on pages</p> <p>Knowledge Organisers (also to be sent home)</p> <p>Mind maps/ Knowledge Trees</p> <p>Reduced amount of written work</p> <p>Working Wall prompts</p> <p>Sentence openers/sentence stems- scaffolded sentence writing from peer/adult</p> <p>Brain-breaks when necessary</p>	<p>Additional processing time</p> <p>Over-Learning (repetition)</p> <p>Peer support- partner to support with writing/scribing/developing ideas</p> <p>Word bank available</p> <p>Talking Tin/iPad available to record ideas</p> <p>Pre-teach vocabulary</p> <p>Coloured Overlays/resources on coloured paper</p> <p>Larger fonts of text</p> <p>Limited amount of text on pages</p> <p>Knowledge Organisers (also to be sent home)</p> <p>Mind maps/ Knowledge Trees</p> <p>Reduced amount of written work</p> <p>Working Wall prompts</p> <p>Sentence openers/sentence stems- scaffolded sentence writing from peer/adult</p> <p>Brain-breaks when necessary</p>	<p>Additional processing time</p> <p>Over-Learning (repetition)</p> <p>Peer support- partner to support with writing/scribing/developing ideas</p> <p>Word bank available</p> <p>Talking Tin/iPad available to record ideas</p> <p>Pre-teach vocabulary</p> <p>Coloured Overlays/resources on coloured paper</p> <p>Larger fonts of text</p> <p>Limited amount of text on pages</p> <p>Knowledge Organisers (also to be sent home)</p> <p>Mind maps/ Knowledge Trees</p> <p>Reduced amount of written work</p> <p>Working Wall prompts</p> <p>Sentence openers/sentence stems- scaffolded sentence writing from peer/adult</p> <p>Brain-breaks when necessary</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	<p>Year 3- Globe Trotters – contrasting areas in Europe</p> <p>Year 3- Hide and Seek – contrasting area/s within the UK (Lake District)</p> <p>Year 4- Where are we? – human and physical features within the local area (Preston)</p> <p>Year 4- Mexican Madness – climate comparison (Mexico), import/export</p> <p>Year 4- Turn That Tap Off! – water cycle/pollution/water treatment</p> <p>Year 5- Please Sir, Can I have Some More? – Fair Trade</p> <p>Year 6- War of the Worlds – location of cities within the UK, human and physical geography</p> <p>Year 6- Fair is Fair – Fair Trade around the world</p> <p>Year 6- Oh Romeo, Romeo... - mapping and fieldwork in the local area</p> <p>Year 6- A Stitch in Time – fieldwork of seaside towns and cities within the UK</p>		