



GEOGRAPHY PROGRESSION 2019~2020

Learning Expectations:

By the end of KS1, children will have learned to:

Locational knowledge

- name and locate the world's seven continents and five oceans

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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

Geographical skills and fieldwork

- 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 Geography – key stages 1 and 2 3
- 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.





West Hove Infants- 'Aim High and Smile'



		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR	Skills	<ul style="list-style-type: none">• I know my way around my school• I recognise key members of my school community• I can recognise natural features of the changing of seasons in my locality	<ul style="list-style-type: none">• I know about similarities and differences between types of bear• I know that bears live in different places all over the world• I know the body parts of bears and can describe them• I know where I live and that my address is unique. I can follow a route and use vocabulary to describe the environment.	<ul style="list-style-type: none">• I know about people who work in our local community• I know that some grown-ups have helping jobs• I know different ways to keep safe in my community• I know what a landmark is and I can recognise some landmarks on a map of the UK, and in my local area.	<ul style="list-style-type: none">• I know about similarities and differences with other countries and our shared one		<ul style="list-style-type: none">• I know the features of my community• I know different uses of water• I can suggest ways to help save our oceans• I know how to look after my environment





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Context	<ul style="list-style-type: none"> • Induction- based on learning all about our new community eng,S • Autumn walk in local area eng, enq, 	<ul style="list-style-type: none"> • Topic with links to bears around the world, e.g. pandas in Asia div, enq • Post letter in the local environment to our own homes.eng, 	<ul style="list-style-type: none"> • Topic focussing on heroes of our local community eng, enq, S 	<ul style="list-style-type: none"> • Topic based on heritage of children in class. Contributions, resources and information provided by children and their families. div, eng, S • Focus on changing of the season and Spring festivals eng, enq, 		<ul style="list-style-type: none"> • Topic on water, including our locality as a seaside city. The water cycle – where water come from and where does it go? eng, enq,
	Vocabulary	school, Head teacher, playground, season, Autumn, colours, changes Road, town, park	bear, panda, type, China, paws, claws, fur, house, home, flat, Hove, city, road, traffic, zebra crossing, post office, post box, busy	help, hero, police officer, paramedic, coastguard, fire fighter, vet, nurse, uniform, police station, hospital, doctors, fire station	country, continent, family, spring, festival, season, globe, map, United Kingdom	





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See also:

- Environment/Continuous provision planners **eng, enq, S** E.g. weather board, access to globes and maps, creating imaginary maps/story maps, large floor maps for creating environments such as roadways or a port, planting areas, Beebots.
- Wonderful World of Me **div enq, S**

ELG:

Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.





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Y1	Skills		<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.		<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.• 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		<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.• 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
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					and construct basic symbols in a key. <ul style="list-style-type: none">• Use basic geographical vocabulary to refer to and describe key physical and human features of locations. (See below)		and construct basic symbols in a key.
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	Context		<ul style="list-style-type: none">• Locate and learn about the countries, capitals and seas of the United Kingdom. Linked to ‘Wonderful and Wild’ topic-learning about where our extended family live. div, eng• Using high quality texts (A Walk in London, We completely must go to London), google maps, Bee- Bots, atlases and physical maps as tools. eng, enq• Children work collaboratively to create posters including landmarks, flags, emblems, costumes, anthems, language etc. div,eng, S		<ul style="list-style-type: none">• Look at the local area on aerial maps, look for human and physical features. Walk around local area discussing physical and human features. Children supported to use locational language. Discuss likes and dislikes. After this, children create a map of their walk and label the features. eng, enq• Recap UK countries using Bee-Bots – now to extend using directional language. eng• Homework project based on mapping each child’s walk to school. eng, enq• Study the characteristics of Brighton and Hove in readiness for		<ul style="list-style-type: none">• Use simple compass directions to locate the school. Focused around finding North in the playground. eng, enq• Draw a plan of the playground, introducing the idea of a key. Link to Secret Garden topic (Where are the plants and minibeasts located in our playground. eng, enq• Comparison of our Hove location to the rural location of Woods Mill. div,eng,enq• Links to History learning about Mary Anning, fossils and geology. enq, S
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					comparisons in Y2.div, eng, enq		
	Vocabulary		<ul style="list-style-type: none">• map, atlas, globe, land, sea, island, country, capital city,• United Kingdom, island, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast, North Sea, English Channel, Irish Sea		<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, school, church, bank		<ul style="list-style-type: none">• map, plan, key, location,• next to, far from, behind, near, under, left, right, forwards, backwards, distance, how far,, north south, east, west.





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Y2	Skills	<ul style="list-style-type: none">• Investigate the world's continents and oceans• Name and locate the world's seven continents and five oceans• Use world maps, atlases and globes to identify continents and oceans studied.	<ul style="list-style-type: none">• Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country	<ul style="list-style-type: none">• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country• 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use	<ul style="list-style-type: none">• Identify the key physical and human features of a location.• Use world maps, atlases and globes to identify countries, continents and oceans.• To ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).	<ul style="list-style-type: none">• Identify the key physical and human features of a location.• Use world maps, atlases and globes to identify countries, continents and oceans.• Identify seasonal and daily weather patterns in the United Kingdom• Observe and describe weather associated with the seasons and how day length varies.• Observe changes across the 4 seasons.





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					and construct basic symbols in a key		
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	Context	<ul style="list-style-type: none">• Looking down on Earth from Space Naming the continents and seas. Locate the equator and Poles. div, eng, enq,S		<ul style="list-style-type: none">• Study the physical features of rainforests. enq• Identify equator, rainforest, oceans and continents on a map. Eng• Discussing habitats and why animals survive/live in certain areas. Link to the poles. Discuss ecological issues. Enq• Recognise the layers of the rainforest. Physical and human features of locations. div, eng, enq	<ul style="list-style-type: none">• Similarities and differences between Brighton and Hove and Village in the Amazon Rainforest div, eng, enq, S• Weather patterns. Collecting rain and comparing temperatures with thermometers. div, enq	<ul style="list-style-type: none">• Seaside Destinations in the UK. Connections with main seaside areas and their features. Questions - what do we know? What do you want to learn? What beaches have you been to? What did you notice? Discuss ecological issues. eng, enq• Physical and human features – mapping the local area. Aerial shot of school and surrounding areas. Using a compass and directional language. To include keys. Eng, enq• Beach trip to link to interconnectivity between physical and human features. Brighton is a tourist area because of the physical features. Compare to Rio.	<ul style="list-style-type: none">• Comparison of seasonal and daily weather patterns between Rio and Hove. div, enq
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Vocabulary					• Labelled seaside diagram	
	Continents, oceans, United Kingdom, England, capital cities, London, North Sea, English Channel, Irish Sea, Europe, America, Antarctica, Europe, Africa, Asia, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast, North Sea, English Channel, Irish Sea	Continents, oceans, Atlantic, pacific, Indian, Southern, Antarctic, Europe, America, Antarctica, Europe, Africa, Asia,	Equator, climate, physical, features, human, atlases, emergent, forest floor, canopy, understory, 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	Similarities, differences, cultural, school, characteristics, hot, cold, equator, aerial, routes, compass, North, South, East, West, Hot, cold, climate, weather, temperature, rainfall, temperate, millilitres,	Human , physical, maps, coastal cities, near and far; left and right characteristics, atlases, 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	Hot, cold, climate, weather, temperature, rainfall, temperate, millilitres, comparison, humid, seasons

