



Rakegate Progression of Skills and knowledge		
Keystage 1		
Subject: Geography		
National Curriculum	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> 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 <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 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. 	
	Year 1	Year 2
Locational knowledge	<ul style="list-style-type: none"> I can talk about the features of a place. Name and locate the world's 7 continents and 5 oceans on a world map Name and locate the four countries of the UK and their capital cities on a map, atlas or globe 	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Name and locate seas surrounding the UK as well as the world's 7 continents and 5 oceans on a world map or globe.
Place knowledge	<ul style="list-style-type: none"> I can use the correct words to name places such as town and, village, farm, house, shop and school 	<ul style="list-style-type: none"> I can use the correct words to name places such as town and, village, farm, house, shop and school



		<ul style="list-style-type: none"> • I can talk about the similarities and differences between an area of the UK and a non- European country. • Identified the characteristics of a settlement • Describe how a place or geographical feature has changed over time. 	<ul style="list-style-type: none"> • I can talk about the similarities and differences between an area of the UK and a non- European country. • 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 • describe the size, location and function of a local industry • describe how an environment has or might change over time.
	Human and Physical Geography	<ul style="list-style-type: none"> • I can use basic geographical vocabulary to name features such as city, factory and offices. • Identified patterns in daily and seasonal weather • Described, in simple terms how a physical process or human behaviour has affected an area, place or human activity • Used basic geographical language to identify and describe physical features such as beach, cliff, coast, forest, hill, mountain, sea, ocean river, soil, valley and vegetation. • Describe how pollution and litter affect the local environment and school grounds. • Describe ways to protect natural environments such as woodlands, hedgerows and meadows • 	<ul style="list-style-type: none"> • I can use the correct words to name features such as city, factory and offices. • I can use aerial photographs to recognise landmarks and basic human and physical features. • I can use the correct words to name places such as beach, coast, Island, forest, hill, mountain, ocean, river and valley. • I can show where the hot and cold areas of the world are. • Describe simple weather patterns of hot and cold places • I can say where The North and South poles are in relation to the equator. • Describe, in simple terms, the effect of erosion • Describe the size, location and position of a physical feature such as beach, cliff, coast, forest, hill, mountain, sea, ocean river, soil, valley and vegetation • Describe ways to improve the local environment. • Describe how human behaviour can be beneficial to local and global environments, now and long term •
	Geographical skills and fieldwork	<ul style="list-style-type: none"> • I can use aerial photographs and maps to recognise landmarks and basic human and physical features. • I can use directional language (near and far, left and right) to describe the location of features and routes on a map. • I can use compass directions - North, East, South and West. • collect simple geographical data during fieldwork 	<ul style="list-style-type: none"> • I can use compass directions - North, East, South and West. • I can use aerial photographs to recognise landmarks and basic human and physical features. • Identified features and landmarks on an aerial photograph or plan perspective • collect and organise simple data in charts and tables from primary sources (fieldwork and observations) and secondary sources (maps and books)



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		<ul style="list-style-type: none">• carry out fieldwork tasks to identify characteristics of the school grounds or locality	<ul style="list-style-type: none">• ask and answer simple geographical questions through observation or simple data collection during fieldwork activities