



Singleton Church of England Primary School

Progression of knowledge

Geography - Y1



	Year 1 – Unit 1 Our Local Area	Year 1 – Unit 2 People and their Communities	Year 1 – Unit 3 Animals and their Habitats
SUBSTANTIVE CONCEPTS Substantive concepts are concepts that children will come across repeatedly throughout their education in Geography Highlighted concepts are covered in the unit.	The Local Area The UK The World Place Knowledge Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources	The Local Area The UK The World Place Knowledge Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources	The Local Area The UK The World Place Knowledge Weather and Climate Other Physical Features Settlements and Land Use Economics, Trade and resources
KEY VOCABULARY	Address, location, map, key, direction, town, navigate, journey	Countries and capital cities of the UK	Continent, ocean, habitat, climate, equator
GEOGRAPHICAL SKILLS	Mapping, fieldwork , enquiry and investigation, communication , use of ICT/technology	Mapping , fieldwork, enquiry and investigation, communication, use of ICT/technology	Mapping , fieldwork, enquiry and investigation, communication , use of ICT/technology
SUBSTANTIVE KNOWLEDGE Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.	<ul style="list-style-type: none">Knows how to use compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a mapKnows which direction is North on an OS map.Knows that symbols mean something on mapsKnows how to use basic geographical vocabulary to refer to key physical and human features of my locality for example: beach, cliff, coast, Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherKnows about the local area and can name and locate some key landmarks and describe themKnows that people do jobs and that where they live (e.g. coastline) might affect this.	<ul style="list-style-type: none">Knows how to use compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a mapKnows how to use basic geographical vocabulary to refer to key physical and human features for example: beach, cliff, coast, Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherKnows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasKnows the UK is an islandthe names and can locate the world's seven continents and five oceans.Knows how to locate some major cities, oceans and continents on a UK and world map.Knows about the local area and can name and locate some key landmarks and describe themKnows what a wonder of the world is and came name at least one	<ul style="list-style-type: none">Knows how to use basic geographical vocabulary to refer to key physical and human features for example: beach, cliff, coast, Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherKnows the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. and have some awareness of weather patterns in the UK and understand geographical similarities and differences through studying the human and physical geography of small areas of contrasting non-European countries.Knows the names and can locate the world's seven continents and five oceans.Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasKnows the UK is an islandKnows how to locate some major cities, oceans and continents on a UK and world maps/ globesand have a basic knowledge of what animals eat and the dangers (human or physical) animals might encounter
MAKING CONNECTIONS Key knowledge	EYFS (For Year 1 Pupils) <ul style="list-style-type: none">Know the name of my school. Know the town/city where I live. Know basic relative positional language. Cycle A/B (for Y2 pupils) <ul style="list-style-type: none">Knows how to talk with confidence about human and physical of my local environment, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabularyCan name my local area, and that they live in the UK.Knows how to use a compass and give directions using locational and directional languagecan explain what a number of symbols mean on a mapKnows how to describe key landmarks in my localityKnows how to identify seasonal and daily weather patterns and can talk about how they impact my locality – for example – when the farmers plant crops / harvest	EYFS (For Year 1 Pupils) <ul style="list-style-type: none">Know that England is their home country.Know that London is the capital city of England. Begin to name/locate all the countries in the UK and their capital cities Cycle A/B (for Y2 pupils) <ul style="list-style-type: none">Knows how to use a compass and give directions using locational and directional languageKnows how to talk with confidence about human and physical environment, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabularyKnows the name, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasKnows the UK is an island and know that weather can be different in different parts of the UK.Knows the names and can locate the world's seven continents and five oceans.	EYFS (For Year 1 Pupils) <ul style="list-style-type: none">Know that England is their home country.Know that London is the capital city of England. Begin to name/locate all the countries in the UK and their capital cities Cycle A/B (for Y2 pupils) <ul style="list-style-type: none">Knows how to talk with confidence about human and physical environment, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary and can Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.Knows the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.Knows the names of multiple major cities, the key oceans and the continents and can also locate them on a UK and world map.

		<ul style="list-style-type: none">Knows the names of multiple major cities, the key oceans and the continents and can also locate them on a UK and world map.and can name some of the wonders (of the world)Knows some local wonders (key landmarks) and can give reasons for my choice of local wonders	<ul style="list-style-type: none">Knows the names, location and can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasKnows the UK is an island and know that weather can be different in different parts of the UK.Knows the names and can locate the world’s seven continents and five oceans.Knows the names of multiple major cities, the key oceans and the continents and can also locate them on a UK and world map.Knows and can describe a local natural environment (animals) and use a range of good quality key vocabulary.
<p>DISCIPLINARY KNOWLEDGE/ GEOGRAPHICAL SKILLS</p> <p>Disciplinary concepts are concepts used in the study of Geography. They form the basis of many questions’ Geographers ask about the past.</p> <p>Disciplinary knowledge includes all the skills that children will need to develop over time in their Geography lessons. They are skills that enable us to critically analyse the world around us.</p> <p>Key Assessments – Highlighted are the focus but other points will be worked on across the units</p>	<p>Mapping</p> <ul style="list-style-type: none">Use a range of maps and globes (including picture maps) at different scales.Use vocabulary such as bigger/smaller, near/far.Know that maps give information about places in the world (where/what?).Locate land and sea on maps.Use large scale maps and aerial photos of the school and local area.Recognise simple features on maps e.g. buildings, roads and fields.Follow a route on a map starting with a picture map of the school.Recognise that maps need titles.Recognise landmarks and basic human features on aerial photos.Know which direction is North on an OS map.Draw a simple map e.g. of a garden, route map, place in a story.Use and construct basic symbols in a map key.Know that symbols mean something on maps.Find a given OS symbol on a map with supportBegin to realise why maps need a key.Look down on objects and make a plan e.g. of the classroom or playground. <p>Fieldwork</p> <ul style="list-style-type: none">Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.Use simple compass directions (NSEW).Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. <p>Enquiry and Investigation</p> <ul style="list-style-type: none">Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’Investigate through observation and description. <p>Recognise differences between their own and others’ lives.</p> <p>Communication</p> <ul style="list-style-type: none">Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.Notice and describe patterns.Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. <p>Use maps and other images to talk about everyday life e.g. where we live, journey to school e</p> <p>Use of ICT/Technology</p> <ul style="list-style-type: none">Use simple electronic globes/maps.Do simple searches within specific geographic software.Use a postcode to find a place on a digital map.Add simple labels to a digital map.Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.Use programmable toys or sprites to move around a course/screen following simple directional instructions.Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.Describe and label electronic images produced.	<p>Mapping</p> <ul style="list-style-type: none">Use a range of maps and globes (including picture maps) at different scales.Use vocabulary such as bigger/smaller, near/far.Know that maps give information about places in the world (where/what?).Locate land and sea on maps.Use large scale maps and aerial photos of the school and local area.Recognise simple features on maps e.g. buildings, roads and fields.Follow a route on a map starting with a picture map of the school.Recognise that maps need titles.Recognise landmarks and basic human features on aerial photos.Know which direction is North on 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