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| Updated September 2021 | **Geography Essential Knowledge: Progression document (Year A)** | | | | | | | | | | | | | | | |
| **Embedding our learning culture** | **Curricular Goal: Know about diverse places, people, resources and natural and human environments KS1:** How do I show that I know about different places and people? **KS2:** How do I show that I know about different places, people, resources and natural and human environments? | | | | | | | | | | | | | | | |
| **Safe**   * online safety * positive attitudes to learning * visits * British Values   **Achieving**   * alteration in LTM * building knowledge including recalls and low stakes quizzes * personalised learning   **Nurtured**   * dialogic approach * learning from mistakes * development of cultural capital: enhancements   **Included**   * pupils supported to meet endpoints * British Values   **Responsible**  **Respected**   * development of interpersonal skills: the whole child |  | Reception Units of Essential Knowledge | Year 1 & 2 Units of  Essential Knowledge | | | | | | Year 3 & 4 Units of Essential Knowledge | | | | Year 5 & 6 Units of Essential Knowledge | | | |
|  |  | Y1: UK | Y2: Continents and oceans (Autumn term) | Y1: Daily and seasonal weather | | Y2:  Hot and cold regions | **Port Antonia (Jamaica)** | UK regions | Earthquakes | | **Ilkley and San Francisco** | Longitude and Latitude | **Urubamba (Peru)** | | **Northumberland** (Compare) |
| **Component 1: Know the location of specific places in the world; both on land and at sea** | **Local area**  Know:   * the features of the immediate environment * information can be drawn from a simple map:   road name: Askwith Lane  village name: Askwith  aerial views: buildings, open space, roads  trees, hedges, fields, hill, river, farm, post box, houses, walls   * simple maps can be made: own area and story setting   Know our country and other countries:   * similarities and differences of life: school travel, clothing, food, homes * Using:   stories,  pictures,  videos,  resources,  non-fiction, texts and  maps (where appropriate)  **Different places**  Know:   * England/UK is the country we live in * the vocabulary to describe where they live and contrasting environments * features, local (Askwith/ Ilkley), national (London), similarities   and differences  Using experiences and what has been read in class | Know:   * the name/ location of countries of the UK * the name/   location of surrounding sea   * the name of capital cities | Know:   * the UK is within Europe * the 7 continents * the 5 oceans   UK Yr B | Know:   * the daily weather can change * the seasonal weather changes   Science weather | | Know:   * the location of the North pole * the weather at the North Pole * the location of the South Pole * the weather at the South Pole * the location of the equator * the weather at the equator * hot and cold regions around the world in relation to the North Pole, South Pole and the equator | Know:   * the name/ location of Jamaica | Know:   * the name 9 geographical regions * that there are 48 counties in England * the name/location of 4 counties in Yorkshire * the name of and be able to locate cities of Yorkshire |  | | Know:   * the name/ location of California * the name/ location of San Francisco * the location of Ilkley on UK map   Earthquakes (Yr A Spring) | Know:   * the lines of Latitude and Longitude * the Tropics of Cancer and Capricorn * the Arctic and Antarctic circle * the time zones * the land use patterns * the topographical features of geographical regions * the change in geographical regions over time   Use this knowledge to predict future changes | Know:   * the name/location of Peru * the name of Lima | | Name/location of Northumberland  Urubamba (Yr A Spring) |
| **Component 3: Know how to explain the human and physical features of key places** | Know:   * the features of the UK * the capital cities of the 4 countries of the UK |  |  | | Know:   * hot and cold places around the world | Know:   * the human features of San Antonio * the physical features of San Antonio * the similarities and differences (Y2)   Otley (Yr B) |  | Know the physical features of earthquakes | | Know:   * the human features of Ilkley * the physical features of Ilkley * the human features of San Francisco (earthquake links) * the physical features of San Francisco   Earthquakes (Yr A Spring) |  | Know:   * the human features of Urubamba * the physical features of Urubamba | | Human features of Northumberland  Physical features of Northumberland  Urubamba (Yr A Spring) |
| **Component 4: Know how to use maps and fieldwork to explain key geographical features\*** | Year A: | | | Year B: | | | Year A | | Year B | | Year A | | Year B | |
| Know:   * the 4 compass directions * what an ariel photograph is * how to create a plan perspective * how to use world maps to locate the UK *(Year 1 only)* * how to use Atlases *(Year 2 only)* | | | Know:   * directional language * how to use fieldwork and observational skills to study geography of school * how to use globes to locate the UK *(Year 1 only)* * how to use Atlases *(Year 2 only)* | | | Know:   * the 8 compass points * the 3 formal map symbols (Y4: 3 additional from previous year) *(see progression document)* * how to create a sketch map | | Know:   * how to read 4 figure grid references * how to write 4 figure grid references * the 3 formal map symbols (Y4: 3 additional from previous year) *(see progression document)* * how to create a digital map | | Know:   * the presentation of human and physical features on a sketch map * how to read 6 figure grid references * how to write 6 figure grid references | | Know:   * the OS map symbols *(see progression document)* * how to observe and record human and physical features on graphs * how to observe and record human and physical features on sketch maps | |

Geography is taught on a rolling programme. Other than Component 1 in KS1, which will be taught as Y1 and Y2 due to the nature of the knowledge.

\*Component 4 is taught alongside all elements of Geography

\*Place knowledge is the comparison of the human and physical features of the places in **bold**