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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 ofEssential 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: Askwithaerial views: buildings, open space, roadstrees, 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 NorthumberlandUrubamba (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 NorthumberlandPhysical features of NorthumberlandUrubamba (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
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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**