



Knowledge Progression



Year 1/2 Geography

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
Key Vocabulary	Street, Address, Road, House, Flat, Canal, Bungalow, Local, Postcode, Continents, Oceans, Locate, Equator, North, South, East, West	River, shop, Hill, harbour, Forest, house, Mountain, Valley, Distance, Time, Physical, Human, Man-made, Created, Countries, United Kingdom, Climate, Hot, Cold, Equator, South Pole, North Pole, Compare, Contrast	Human, Man-made, Physical, Created, Autumn, Winter, Summer, Spring, Daylight, Dusk, Dawn, Rainfall City, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, physical features, human features, island, local, United Kingdom, contrast, Weather, Climate	Position, Direction, Key, Identify, Aerial, Observational, Map, globe, atlas, aerial, key, compass, North, South, East, West, direction, left, right, route
Previous knowledge/ Learning	<i>In EYFS, our children will have:</i> - Described the place where they live and know where Tranmere Park Primary School is in relation to their house. - Compared the Tranmere Park estate to polar regions, the seaside and a mini-beasts habitat.	<i>In EYFS, our children will have:</i> - Learnt about the key features of their local area including the trees on the school site, the moors, the oval, Hawksworth woods and the sledging hill on Thorpe Lane fields.	<i>In EYFS, our children will have:</i> - Identified which geographical features are physical and which are man-made, using the East Coast as a reference (rock pools, pier, sand, sea, sea wall) - Described and identified the seasons	<i>In EYFS, our children will have:</i> - Made a simple map of their immediate environment – classroom, school, bedroom, house.
N.C. Objectives	1. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 2. Name and locate the world's seven continents and five oceans.	1. 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.	1. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 2. Use basic geographical vocabulary to refer to: PHYSICAL- beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. HUMAN – city, town, village, factory, farm, house, office, port, harbour and shop.	1. Use world maps, atlases and globes. 2. Use simple compass directions. 3. Use aerial photos to construct simple maps. 4. Undertake simple field work within the school locality.



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Key Knowledge – what do we want our children to know before they leave our year group? How will we get them there? How is that personalised to Tranmere?

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
	<p><u>POWERFUL KNOWLEDGE:</u> <u>OUR CHILDREN WILL:</u></p> <p>G1 - Know that London, Cardiff, Edinburgh and Belfast are the capital cities of the UK and can identify landmarks from each, whilst also sorting: kits, pictures, foods, famous people. G2 - Know that the English Channel, the Irish Sea and the North Sea surround the UK. G3 - Know that the seven continents are: Antarctica, North America, South America, Asia, Europe and Australia/Oceania. G4 - Further to this, they know the Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean and Southern Ocean.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>In cycle 1: From A to B - Children identify the continents and oceans of the world. They then identify the countries of the UK. Children discuss places they have visited on holiday and discuss which countries and seas they have travelled over. How did they get there? The children will explore transport of the world.</p> <p>In cycle 2: Local Geography and Book Study - For the entry point of this topic, the children will investigate a giant map of the British Isles on the playground floor. Each class will represent one country and add key features, cities, landmarks to the map. The children will complete a carousel of activities in the four classes looking at England, Northern Ireland, Scotland and Wales. - In class, children will look at Google Earth to learn about the world. They will identify the continents together (recap previous learning) before identifying the UK. On Google Earth, the children will look at the UK and identify the four countries. They will use atlases to focus in on England, Scotland, Wales and Northern Ireland. Then the children will label a map of the United Kingdom identifying the countries and their capital cities. (Blank maps are saved in the 'local study' file on staff works). - Children will briefly recap the countries/capital cities of the UK using a map. They will look together at compass points and share a mnemonic to remember them. Together, they will look at the seas of the UK identifying them by their position on a compass. E.g. The North Sea is to the East of the UK etc. The children will use atlases to label the seas on a map. (Children could add these to the maps that they did in lesson 1.)</p>	<p><u>POWERFUL KNOWLEDGE:</u> <u>OUR CHILDREN WILL:</u></p> <p>G5 - Know the features of a hot and a cold place. (Antarctica vs Africa) G6 - Have compared the main differences between a place in England and a small place in a non-European country.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>In cycle 1: From A to B - Children select a recent holiday destination. They plot their journey and using a temperature map identify whether it is a hot or cold area. Children will learn about the key features of a hot and cold place. They will be given key vocabulary, such as: Antarctica, Equator, Iceberg, Desert, Sun, Snow etc., and pictures to study. They will decide whether these would be found in a hot place or a cold place. (Links to the Science unit: Habitats). The children will look at a variety of different animals and discuss whether you would find these in a hot or cold place. They will learn key vocabulary including: Hibernate, Adapt, Shelter, Blubber.</p> <p>In cycle 2:</p>	<p><u>POWERFUL KNOWLEDGE:</u> <u>OUR CHILDREN WILL:</u></p> <p>G7 - Know which is the hottest and the coldest season in the UK and recognise the main weather symbols. Can plan outfits and activities based upon weather forecasts. G8 - Can identify the difference between cities, towns and villages and can explain the advantages and disadvantages of each. G9 - Identify, in photographs and aerial images, the following physical features: hill, soil, mountain, lake, island, valley, river, cliff, forest and beach and the following human features: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>In cycle 1: From A to B - Children will discuss and create a tally on how children in class travel to school. They will focus on how seasonal change affects how we travel to school. How does the weather around the world affect how people travel? Children will create a pictogram/bar chart of their results. - In pairs, children discuss all the places they have visited in the last week and draw a detailed map of the journey to one of them. - Children select a recent holiday destination. They plot their journey and using a temperature map identify whether it is a hot or cold area. Children will learn about the key features of a hot and cold place. They will be given key vocabulary, such as: Antarctica, Equator, Iceberg, Desert, Sun, Snow etc., and pictures to study. They will decide whether these would be found in a hot place or a cold place. (Links to the Science unit: Habitats). The children will look at a variety of different animals and discuss whether you would find these in a hot or cold place. They will learn key vocabulary including: Hibernate, Adapt, Shelter, Blubber. - Children share transport methods before creating their own holiday posters showcasing all the exciting holiday activities that could take place at their chosen destination.</p> <p>Our World - Children will observe the weather outside and then be asked about what they have observed. They will turn to their group or partner and consider the following questions: What was I expecting today when I went to watch the weather? Was I surprised by it? What season are we in? What is the weather normally like at this time of year? They will consider together the following questions: What do we expect the weather to be like tomorrow? How can we tell? (It has got colder throughout the day, it has started to rain, the weather forecast this morning said it would change, etc.) The children will create a weekly weather chart. They will explain what they think is meant by 'season' and see if they can name any of them. The children will be given large sheets of paper with a season in the centre of it on their tables in the classroom. They will talk to each other and share what they know about each of the seasons. The children will then move around the room and add their thoughts, facts and ideas onto the different sheets of paper. The children will create their own season wheel.</p> <p>In cycle 2: Local Geography and Book Study - The children will watch a TV weather forecast. They will highlight the different weather elements e.g. wind, rain etc. What did the forecast say about each? Each group will be given a different area of the UK to look at: North/South, Coastal areas, extremities (N, S, E, W). Children will record the weather on a large map of the UK. Children will feedback and discuss this as a class. What patterns can we establish? Then, they will use the iPads for research and to access websites such as BBC weather/Met office etc. They will focus on weather and temperatures in these areas. - Children will identify what they know about Tranmere Park and complete a class 'thought shower.' Children will use maps to locate some of the areas the children suggested. They will then discuss these in terms of physical and human features. The children will use aerial photographs.</p>	<p><u>POWERFUL KNOWLEDGE:</u> <u>OUR CHILDREN WILL:</u></p> <p>G10 - Can locate the equator and the North and South Poles. G11 - Know and use: left, right, below, next to, north, east, south and west. G12 - Know their address, including the postcode. G13 - Create and use a map to plan multiple routes to White Cross shops. Then, create their own map that highlights the key physical and human features and includes a key and directional language for the journey around the Tranmere estate and down to White Cross shops.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <p>In cycle 1:</p> <p>In cycle 2: Local Geography and Book Study - For the entry point of this topic, the children will investigate a giant map of the British Isles on the playground floor. Each class will represent one country and add key features, cities, landmarks to the map. The children will complete a carousel of activities in the four classes looking at England, Northern Ireland, Scotland and Wales. - In class, children will look at Google Earth to learn about the world. They will identify the continents together (recap previous learning) before identifying the UK. On Google Earth, the children will look at the UK and identify the four countries. They will use atlases to focus in on England, Scotland, Wales and Northern Ireland. Then the children will label a map of the United Kingdom identifying the countries and their capital cities. (Blank maps are saved in the 'local study' file on staff works). - Children will briefly recap the countries/capital cities of the UK using a map. They will look together at compass points and share a mnemonic to remember them. Together, they will look at the seas of the UK identifying them by their position on a compass. E.g. The North Sea is to the East of the UK etc. The children will use atlases to label the seas on a map. (Children could add these to the maps that they did in lesson 1.) - Children recap on the fieldwork visit around Tranmere Park. Children to create their own map of the local area. - The children will go on a 'treasure hunt' around the local area. Children will follow simple maps to find letters hidden around the Tranmere Park Estate. Children should take photographs/aerial maps on their walk.</p>