



	<b>Progression</b>	<b>Y1</b>	<b>Y2</b>
Location knowledge	<p><b><i>Name and locate the world's 7 continents and 5 oceans.</i></b></p> <p><b><i>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</i></b></p>	<p>Look at a World map and learn which areas are land and which are water.</p> <p>Locate and name the countries making up the British Isles (England, Ireland, Scotland, and Wales).</p> <p>Locate our local area on a map of the UK.</p> <p>Locate England's capital city – London. Locate Scotland's Capital city – Edinburgh Locate Ireland's Capital city – Belfast, Dublin. Locate Wales Capital city – Cardiff.</p> <p>There are <b>seven continents</b>: Europe, Antarctica, Asia, Africa, Australia, North America, South America.</p> <p>There are 5 Oceans, the Arctic, Atlantic, Indian, Pacific and Southern.</p>	<p>Name and locate the world's 7 continents and 5 oceans on a globe and a World Map.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere.</p> <p>On World Map and UK map, look at areas covered by water.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p>
Place knowledge	<p><b><i>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.</i></b></p>	<p>Children will learn about their own immediate area – South Oxhey. Through this they will learn about features of their own environment and which are classified as human and physical.</p> <p>Children will think about their own locality (close to London) and how this contrasts to other areas of the United Kingdom – London, Edinburgh, Belfast, Dublin, Cardiff. Children will think about size, surroundings, location and weather.</p>	<p>Contrast and build on last years knowledge of their own UK locality to study a non-European country – Brunei on the tropical island of Borneo in southeast Asia.</p> <p>Children will learn how houses, physical environment, jobs, food and relate all this back to the human and physical aspects of a place.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Human and Physical geography</p>	<p><b>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.</b></p> <p><b>Use basic geographical vocabulary to refer to:</b></p> <p><b>*Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</b></p> <p><b>*Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</b></p>	<p>Use geographical language to investigate and learn about their own area – South Oxhey. Use key geographical language to describe the human and physical attributes of the area.</p> <p>Learn about the main human and physical features of UK Capital Cities and compare them to one another.</p> <p>Through looking at World Continents and Oceans children will learn about weather in different areas of the globe and which places are hot and cold (in relation to the equator).</p>	<p>Use vocabulary to describe a non-European country – Mexico. Discuss human and physical landscapes and record.</p> <p>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.</p> <p>Children will know what the term weather means and the different types (rain, wind, warm, cold, storm etc.). Children will understand seasons and how they affect weather.</p> <p>Lead this topic into human and physical landscapes of the world. Look at UK then build outwards to look at how humans have affected the physical landscapes across the globe.</p>
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Geographical Skills and Fieldwork	<p><b>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.</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>	<p>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.</p> <p>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, especially through looking at our local area – South Oxhey.</p> <p>Use photographs and devise a simple map of their local area; and use and construct basic symbols in a key.</p> <p>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.</p> <p>Using a range of layers in <i>Google Earth</i> GIS imagery, <b>identify, describe</b> and offer <b>reasons</b> for changes in land use they can <b>observe</b> and <b>record</b> in the local area of the school.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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. Compare this to a non-European country – Mexico.</p>
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## Year 1 – Autumn Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	<b>Identify</b> and <b>describe</b> physical and human geographical features of a range of environments and <b>understand</b> that geography is the study of how people are connected with these environments	Annotated photographs to show human and physical features Oral
2	Use a number of GIS layers of <i>Google Earth</i> to <b>identify</b> and <b>observe</b> familiar physical and human geographical features of the immediate vicinity of their school	Screen grab prints from 'street view' layer of <i>Google Earth</i> with labels Oral
2	<b>Identify</b> and <b>locate</b> where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe	Map
3	Using a range of layers in <i>Google Earth</i> GIS imagery, <b>identify</b> , <b>describe</b> and offer <b>reasons</b> for changes in land use they can <b>observe</b> and <b>record</b> in the local area of the school	Oral Annotated map
4	<b>Understand</b> that the many different uses of land <b>observed</b> in the local area can be grouped into a small number of categories	Simple land use map of local area
5	Through fieldwork <b>observe</b> and <b>record</b> in a variety of ways, significant examples of physical and human geographical features of the local area	Annotated display of photographs Graphs and charts
5	Use interactive online mapping to plot, <b>describe</b> and <b>explain</b> a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features	Geographical walk Oral
Homework	<b>Recognise</b> , <b>identify</b> and <b>locate</b> the key human and physical geographical features of their own home area and offer <b>reasons</b> for any current changes in land use.	Sketch map with labels

## Year 1 – Spring Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	<b>Identify</b> and <b>describe</b> physical and human geographical features of a range of environments and <b>understand</b> that geography is the study of how people are connected with these environments	Annotated photographs to show human and physical features Oral
2	Use a number of GIS layers of <i>Google Earth</i> to <b>identify</b> and <b>observe</b> familiar physical and human geographical features of the immediate vicinity of their school	Screen grab prints from 'street view' layer of <i>Google Earth</i> with labels Oral
2	<b>Identify</b> and <b>locate</b> where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe	Map
3	Using a range of layers in <i>Google Earth</i> GIS imagery, <b>identify</b> , <b>describe</b> and offer <b>reasons</b> for changes in land use they can <b>observe</b> and <b>record</b> in the local area of the school	Oral Annotated map
4	<b>Understand</b> that the many different uses of land <b>observed</b> in the local area can be grouped into a small number of categories	Simple land use map of local area
5	Through fieldwork <b>observe</b> and <b>record</b> in a variety of ways, significant examples of physical and human geographical features of the local area	Annotated display of photographs Graphs and charts
5	Use interactive online mapping to plot, <b>describe</b> and <b>explain</b> a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features	Geographical walk Oral
Homework	<b>Recognise</b> , <b>identify</b> and <b>locate</b> the key human and physical geographical features of their own home area and offer <b>reasons</b> for any current changes in land use.	Sketch map with labels

## Year 1 – Summer Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	<b>Identify, recognise</b> and <b>describe</b> the key geographical features of the Antarctic environment	Oral Simple sketch with labels Labelled photograph
2	<b>Identify</b> ways in which penguins are adapted to the Antarctic environment	Annotated outline diagram
3	<b>Identify</b> countries in Africa which lie within the Sahara Desert	Labelled outline map of Africa Oral
3	<b>Identify, recognise</b> and <b>describe</b> the key geographical features of the Sahara Desert	Oral Simple sketch with labels Labelled photograph
3	<b>Explain</b> why Antarctica is a desert despite being the coldest place on Earth	Oral
4	<b>Describe</b> ways that the Arctic region and North Pole is similar to and different from ( <b>compare and contrast</b> ) Antarctica and the South Pole and offer <b>reasons</b> for such differences	Oral
5	<b>Describe</b> and <b>explain</b> the components of the food chain of an Emperor Penguin	Food chain diagram
5	<b>Identify</b> and <b>describe</b> 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica	Postcard
6	<b>Compare and contrast</b> the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco)	Oral Poster
6	<b>Explain</b> the geographic reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica	Oral
6	Design and construct a simple model of a waterfall and use it to <b>identify</b> and <b>describe</b>	Model with labelled parts e.g.

	some of its geographical features	<i>river, cliff, rapids, boulders etc.</i>
Homework	<b>Describe</b> and offer <b>reasons</b> why an Ostrich doesn't need to fly and <b>explain</b> how this is very similar to a penguin	Simple PowerPoint presentation

## **Year 2 – Autumn Term – When and how progression can be taught**

<b>Ancillary Question</b>	<b>Learning Activity</b>	<b>Possible source of evidence of achievement</b>
1	<b>Identify</b> and <b>describe</b> the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles	Map Oral
1	<b>Compare</b> their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles	Map Oral
1	Using maps at various scales and online websites, <b>identify</b> time differences and <b>estimate</b> distances between the UK, Brunei and other locations in the world	Calculations Oral Maps with distance labels
2	<b>Identify, describe</b> and <b>observe</b> the types of traditional homes that are found in Kampong Ayer and <b>compare and contrast</b> these with their own homes and through fieldwork <b>record</b> and <b>categorise</b> types of homes found in the locality of their school	'Drawing from memory' with labels Oral Simple graphs and charts Photographs
2	<b>Identify</b> the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering <b>reasons</b> for any similarities or differences <b>observed</b>	Scale plan with labels Oral
3	<b>Identify</b> and <b>describe</b> the main elements which make up the weather and <b>understand</b> that	Recording temperature, rainfall, cloud cover, wind strength and

	weather conditions change from one moment to the next	direction in school grounds.
3	<b>Observe</b> how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest <b>reasons</b> for this pattern	Map of world showing hot and cold areas with directional arrow labels
3	<b>Describe</b> the weather conditions experienced on one day in Bandar Seri Begawan using online BBC weather forecast webpages	Weather forecast presented to group using data from BBC weather forecast webpages
4	<b>Identify</b> and <b>describe</b> appropriate forms of transport for particular journeys made and <b>explain</b> why boats and water taxis are used by almost everyone in Kampong Ayer	Labelled poster
4	<b>Understand</b> in very basic terms why boat building by people such as Syarikat at Kampong Ayer is an economic activity	Calculating the cost of buying three types of boat from Syarikat
5	<b>Recognise, describe</b> and suggest <b>reasons</b> for the similarities between a school/school life in a school in Kampong Ayer and their own school	Presentation – a day in the life of our school

## **Year 2 – Spring Term – When and how progression can be taught**

<b>Ancillary Question</b>	<b>Learning Activity</b>	<b>Possible source of evidence of achievement</b>
1	<b>Identify</b> and <b>describe</b> the basic atmospheric elements of the weather	Oral
1	<b>Observe, measure</b> and <b>record</b> the elements of daily weather by using a variety of simple instruments and devices	Completed data record sheets and Excel spreadsheet
1	<b>Present, describe</b> and offer <b>reasons</b> for some of the ways in which the weather has changed during the period of measurement	Graphs Oral and written
2	<b>Identify, describe</b> and begin to <b>explain</b> ways in which great artists depict elements of the	Painting of a weather scene in the style of a selected artist from



	weather and the techniques they use to convey noise, smell and emotional feelings	Ancillary Question 2 and accompanying oral description
3	<b>Observe</b> how weather conditions change during the four seasons of the year and offer <b>reasons</b> for changes which occur	Simple PowerPoint using one image of each season accompanied by a relevant description
3	<b>Recognise</b> and <b>describe</b> how Vivaldi in his concerto <i>The Four Seasons</i> is able to create an evocative picture of changes in the weather from one season to another	Simple composition using a range of instruments to evoke the weather conditions of one season
4	<b>Observe</b> and offer <b>reasons</b> for the distribution of hot and cold places in the world	Map of hot and cold places of the world with accompanying simple annotated notes e.g. 'it gets colder towards the North Pole'
4	<b>Explain</b> in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles	Map of hot and cold places of the world with accompanying notes e.g. 'it get colder towards the North Pole because there is less energy from the Sun there'
5	<b>Compare and contrast</b> the environments of Antarctica and the Sahara Desert and begin to <b>explain</b> through <b>reasoning</b> the similarities and differences	Drawing of each environment with oral description and comparison
6	<b>Understand</b> why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and <b>empathise</b> with the emotions they would have felt as a result	140 character tweet Diary entry
Homework	Investigation of Amazon Basin which: <b>Locates</b> the area on a labelled world map which <b>identifies</b> continents and oceans; <b>Describes</b> typical daily weather; Suggests <b>reasons</b> for why it's so hot and wet and <b>explains</b> why it's so different from the Sahara Desert and Antarctica	Annotated poster Scrapbook Writing Oral presentation

## Year 2 – Summer Term – When and how progression can be taught

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	<b>Identify</b> and <b>describe</b> the main physical and human features of seaside environments	Oral through discussion which can be recorded if appropriate via a digital dictaphone and uploaded
2	Provide <b>reasons</b> as to why it is important to protect living things at the seaside	As above or through a combination of the above and simple labelled sketches and diagrams
2	<b>Describe</b> popular activities undertaken at the seaside	Postcard
3	<b>Understand</b> the interdependence of living things in seaside environments	Food chain diagram
3	<b>Identify, describe</b> and <b>categorise</b> living things within a rock pool habitat	Fieldwork exercise
3	<b>Identify, categorise</b> and begin to <b>explain</b> the distribution of sea shells on a beach	Fieldwork exercise
4	<b>Identify, describe</b> and offer <b>reasons</b> for the presence of pollution on a beach	Fieldwork exercise
4	<b>Describe</b> and <b>explain</b> how people can take greater care of the seaside environment	Seaside code guide
6	<b>Describe</b> and <b>explain reasons</b> why seaside holidays have changed in living memory	Oral through discussion
6	<b>Identify, describe</b> and offer <b>reasons</b> for European flight destinations from their nearest regional airport	Annotated outline map of Europe with labelled locations
Homework	<b>Compare</b> and <b>contrast</b> modern day experiences of the seaside with those of older members of their families or the Victorians (see below)	Scrapbook and simple presentation

