



| | Progression | Y1 | Y2 |
|------------------------------|---|--|---|
| Location knowledge | <p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</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>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>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.</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 – Tocuaro, Mexico.</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> |
| Human and Physical geography | <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>Use basic geographical vocabulary to refer to:</p> <p>*Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>*Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</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>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> |

| | | | |
|-----------------------------------|---|--|--|
| Geographical Skills and Fieldwork | <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.</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>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> |
|-----------------------------------|---|--|--|