

Charles Darwin CP School Progression in Geography Year One

Topic	Local area: where do we go to school?	Local area: where do we live?	Continents and oceans: what can we find out about the world?	Seasons: how does the weather change through the year?	Local area: how do we read maps and plan routes?	Local to global: how can we identify special places?
Theme	Local	Local	Global	Environmental	Local	Local
<b>Prior knowledge</b>	<b>From Reception</b> Know the names of places in school eg hall, playground, library Used maps in Pirate Week to find things in school grounds	<b>From Autumn 1:</b> Know where the school is located	<b>From Reception:</b> Know that some countries are hotter than others  Name some countries of the world	<b>From Reception:</b> Know and name the 4 seasons and associate different types weather with the seasons	<b>From Reception:</b> Created Messy Maps using objects Draw treasure maps	<b>From Reception:</b> To know similarities and differences between places
<b>Prior skills</b>	Be able to talk about features of their immediate environment	Describing locations Understand there are different types of photographs	To be able to talk about the characteristics of hot and cold places (e.g. desert - hot, snow and ice - cold)	Examine and talk about changes in their local environment over time	Know what a map symbolises Use directional language - forwards, backwards, left and right	
<b>Key vocabulary</b>	School address, aerial photograph, ground level photo, fieldwork, map, route North, South, West, East Autumn	Aerial photograph Large-scale plan Label Home Local area village, town, city, fieldwork, journey, key	Continent, ocean, desert, polar,	Spring, summer, autumn, winter, weather, change, month, season, year	Map, route	Natural, landscape, similar, different, globe
<b>Statutory Requirements</b>	<b>Locational Knowledge</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>Geographical skills and fieldwork</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>Locational knowledge</b> Name and locate the world's seven continents and five oceans <b>Geographical skills and fieldwork</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>Human and Physical Geography</b> Identify seasonal and daily weather patterns in the United Kingdom	<b>Locational Knowledge</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>Locational Knowledge</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>Skills covered</b>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>					
<b>Types of Maps</b>	Aerial photograph Ground level photograph Map of school	Aerial photograph Local area map Street map	World map Google maps Globes, satellite images	Climate map	Local area street map	World map Globe Map of school grounds
<b>Key Performance Indicators</b>	I can talk about my school using locational language and find features on an aerial photograph and a map.  I can use geographical vocabulary to describe seasonal signs.	I can talk about the area I live using an aerial photograph or a large scale plan. I can make and record observations to study the street outside school. I can collect and interpret simple information.	I can use globes and satellite images to describe the Earth, including the oceans I know what a river is and can name 3. I know where the UK is in the world	I can describe different types of weather. I can think like a geographer and notice, locate and explore signs of each season in the local area.	I can plan and draw a route on a map. I can make a map of my route.	I can investigate landmarks from around the world and describe what makes them special.
<b>Lessons to be covered</b>	1.Our school 2.Our school from above 3.Our school in ten photos 4.Describing locations 5.Fieldwork: Autumn in the school grounds	1.Our homes 2.Our local area 3.The street outside our school 4.Buildings and features near our school 5.A survey of how we get to school 6.Mapping our journey to school	1.Earth view: using globes and satellite images 2.Mapping the world: locating the continents 3.The world's five oceans 4.Mountains and rivers 5.Earth and the seasons 6.Our wonderful world and its landmarks 7.The UK's place in the world	1.Weather 2.Measuring the weather 3.Seasons 4.Weather and the seasons: spring 5.Weather and the seasons: summer 6.Weather and the seasons: autumn 7.Weather and the seasons: winter	1.Locating places in our school grounds 2.Mapping our school grounds 3.Planning a route 4.Fieldwork: Observing geographical features on our route 5.Making a map of our route 6.Improving our route or school grounds	1.Annotating our map of the school grounds 2.Describing and locating our favourite places 3.The seven wonders of the natural world 4.Human wonders of the world
<b>Assessment</b>	PLC - sort photos of school areas into groups and explain how they are sorted PP - what have we learnt so far? Verbal response EUC - End of unit quiz - cloze procedure school address, identify key areas of school					

