Ashbury Meadow: Geography Curriculum Coverage and Progression KS1



Year 2 – Geography Skills and Knowledge to Cover						
The UK countries	Locational Knowledge:					
and seas	Name, locate and identify characteristics of the four countries and capital cities of the					
Spring 1	United Kingdom and its surrounding seas. Locational Knowledge:					
	 Name and locate the world's seven continents and five oceans 					
	Place Knowledge:					
	 Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom 					
Local study	Place Knowledge:					
Spring 2	 Develop knowledge of the human and physical geography of a small area of the United Kingdom 					
	Fieldwork:					
	Use geographical skills and enquiry below.					
Comparative	Place Knowledge:					
Study with	Understand geographical similarities and differences through studying the human and					
Australia	physical geography of a small area of the United Kingdom, and of a small area in a					
Summer 2	contrasting non-European country.					
	Human and Physical geography:					
	 Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (applying knowledge from Y1) 					
Geographical unde	erstanding to embed across topics					

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Use basic geographical vocabulary to refer to:

- key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and enquiry to embed throughout the whole year, in relevant units						
Map and Atlas work	-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					
	 use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map. 					
Fieldwork and	-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical					
investigation	features; devise a simple map; and use and construct basic symbols in a key					
	-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					
	-Children are encouraged to ask simple geographical questions; Where is it? What's it like?					
	-Make appropriate observations about why things happen.					
	-Make simple comparisons between features of different places					
Direction/Location	- Follow directions (Up, down, left/right, forwards/backwards (as yr 1 and inc'. NSEW)					
Drawing Maps	-Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)					
Representation	-Begin to understand the need for a key Use class agreed symbols to make a simple key.					
Using Maps	-Follow a route on a mapUse a plan view.					
Scale/ Distance	-Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)					
Perspective	-Look down on objects to make a plan view map.					
Map Knowledge	-Locate and name on UK map major features e.g. London, River Thames, home location, seas.					
Style of Map	-Use an infant atlas to locate places -Use teacher drawn base maps Use large scale OS maps Use an infant atlas					
LOTC	-Create pirate map -Afternoon orienteering in school using and creating plans around school					