

**Yearly Knowledge and Skills Progression**  
**Subject: Geography**      **We follow the KAPOW Curriculum for Geography**  
**Year 1**

**We have identified 3 BIG IDEAS that run through our geography curriculum. These are evident threads that run through the year group**  
**1. Space and Place** **2. Scale** **3. Environment and Sustainability**

**Kapow Units Across the Year**  
**(Must be taught in order throughout the year)**

Year 1 The 'What is it like here?' unit supports pupils to develop an understanding of basic geography by looking at their familiar surroundings and beginning to build an awareness of the United Kingdom. 'What is the weather like in the UK?' extends this locational knowledge and builds upon the children's understanding of weather and seasons from Reception. Concepts such as mapping and directional language are introduced in this unit. With a more secure grasp of location, scale and place, pupils are able to look at a small area in the largest continent in our 'What is it like to live in Shanghai?' unit, building towards children's ability to name and locate the world's seven continents in Year 2. Here, they begin to directly compare contrasting human and physical features to those in their local area and develop an understanding of how communities and place can be similar or different to one another.

**Autumn Term**

**What is it like here?**



**6 sessions**

Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.

**Lessons 3 and 4 involve fieldwork**

**Spring Term**

**What is the weather like in the UK?**



**7 sessions**

**(including Year 1 sustainability lesson)**

Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.

**Lessons 2, 3 and 4 involve fieldwork**

**Summer Term**

**What is it like to live in Shanghai?**



**6 sessions**

Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.

**Lesson 1 involves fieldwork**

## Autumn Term

### What is it like here?



#### Suggested prior learning



Exploring maps

#### Key Knowledge gained:

##### Locational knowledge

To know:

- That the UK is short for 'United Kingdom'.
- That a country is a land or nation with its own government.
- The name of the country they live in. (England)

##### Geographical skills and fieldwork

- That an aerial photograph is a photograph taken from the air above.
- That atlases give information about the world and that a map tells us information about a place.
- That a map is a picture of a place, usually drawn from above.
- That symbols are often used on maps to represent features.
- Simple directional language (e.g near, far, up, down, left, right, forwards, backwards).

#### Key Geographical Skills developed:

- Recognising some physical and human features in their locality.
- Using an atlas to locate the UK.
- Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary).
- Recognising local landmarks, basic human and physical features on aerial photographs.
- Responding to instructions using directional language to follow routes.

#### Key fieldwork skills developed:

- Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.
- Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.
- Using simple picture maps and plans to move around the school.
- Asking basic 'naming', 'describing' and 'thinking about it' \* questions about the immediate environment and world around them.
- Commenting on the features they see in their school and school grounds using an increasing range of geographical vocabulary with greater accuracy.
- Answering basic 'naming', 'describing' and 'thinking about it' questions about the features of their school and school grounds.
- Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.
- Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.

#### Key vocabulary to be grasped:

<b>aerial photograph</b>	<b>aerial view</b>	<b>atlas</b>	<b>globe</b>	<b>map</b>
<b>city</b>	<b>country</b>	<b>town</b>	<b>village</b>	<b>directional language</b>
<b>locate</b>	<b>location</b>	<b>features</b>	<b>land</b>	<b>sea</b>
<b>questionnaire</b>	<b>survey</b>	<b>symbol</b>	<b>key</b>	<b>north</b>

**\*Naming** – Most basic level of questioning about concrete, observable things in the immediate environment  
e.g. What is that?

**Describing** – Questions that ask for more detail about something or about something the child cannot see.  
E.g. How are these different? What's happened? Where is it? What size is it? How far away is . . . ? Etc.

**Thinking about it:** Children use their past experience/ knowledge/ inference to understand concepts/ look at objects in a variety of ways. e.g. How are these the same? What happened to all of these? What is a . . . ? (Based on Blanks 4 Levels of Questioning)

**Other vocabulary:**

improve place distance

**Fieldwork vocabulary:** Survey Questionnaire

**Fieldwork sessions (Lesson 3 and 4):**

Using maps to follow simple routes around the school grounds and carrying out an enquiry about how to improve their playground.

**Local links/ enrichment:**

- Fieldwork within school grounds

**Sustainability Lesson:**

- To discover how caring for a garden helps plants and animals by planting and looking after seeds.

**Key Vocabulary:**

reuse recycle waste

**Other vocabulary:**

- bulb compost plant seed soil plant nature

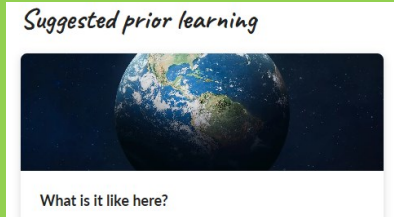
**Unit Outcomes**

**Pupils who are secure will be able to:**

- Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.
- Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.
- Recognise four features in the school grounds using a map.
- Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.
- Draw a design to improve three areas of the playground using the results from the survey.

## Spring Term

### What is the weather like in the UK?



#### Key Knowledge gained:

##### Locational knowledge

- Showing on a map which continent they live in.
- Locating the four countries of the United Kingdom (UK) on a map of this area.
- Beginning to locate the capital cities of the four countries of the UK on a map of this area.
- Showing on a map which country they live in and locating its capital city.

To know:

- The name of two continents (Europe and Asia).
- That a continent is a group of countries.
- That they live in the continent of Europe.
- That the UK is short for 'United Kingdom'.
- That a country is a land or nation with its own government.
- That the United Kingdom is made up of four countries and their names.
- The name of the country they live in.

##### Human and physical geography

- Describing how the weather changes with each season in the UK.
- Describing the daily weather patterns in their locality.
- Confidently using the vocabulary 'season' and 'weather'.
- Recognising some physical features in their locality.

To know:

- The four seasons of the UK.
- That 'weather' refers to the conditions outside at a particular time.
- That different parts of the UK often experience different weather.
- That a weather forecast is when someone tries to predict what the weather will be like in the near future.
- That weather conditions can be measured and recorded.

##### Geographical skills and fieldwork

To know:

- That a compass is an instrument we can use to find which direction is north.

#### Key Geographical Skills developed:

- Using an atlas to locate the UK.
- Using an atlas to locate the four countries in the UK.
- Using directional language to describe the location of objects in the classroom and playground. (e.g. near, far, up, down, left, right, forwards, backwards).
- Using directional language to describe features on a map in relation to other features (real or imaginary).
- Recognising local landmarks on aerial photographs.
- Responding to instructions using directional language to follow routes.
- Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.
- Using simple picture maps and plans to move around the school.

#### Key fieldwork skills developed:

- Commenting on the features they see in their school and school grounds using an increasing range of geographical vocabulary with greater accuracy.
- Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.
- Asking basic 'naming', 'describing' and 'thinking about it' \* questions about the immediate environment and world around them.
- Answering basic 'naming', 'describing' and 'thinking about it' questions about the features of their school and school grounds.

**Key vocabulary to be grasped:**

<i>atlas</i>	<i>map</i>	<i>place</i>	<i>Europe</i>	
<i>spring</i>	<i>summer</i>	<i>autumn</i>	<i>winter</i>	<i>season</i>
<i>north</i>	<i>east</i>	<i>south</i>	<i>west</i>	<i>Weather</i>
<i>United Kingdom</i>	<i>England</i>	<i>Northern Ireland</i>	<i>Scotland</i>	<i>Wales</i>

**Other vocabulary:**

direction      capital city      climate      continent  
country      locate      location      shadow  
symbol      weather forecast

**Fieldwork vocabulary:**

- weather vane
- compass
- raingauge
- temperature
- thermometer

**Fieldwork sessions (Lesson 2, 3 and 4):**

Considering how we change our behaviour in response to different weather and keeping a weather diary or record.

**Local links/ enrichment:**

- Fieldwork within school grounds

**Unit Outcomes**

Pupils who are secure will be able to:

- Name and locate the four countries on a map of the UK.
- Identify the country they live in.
- Identify the four seasons and the current season and describe some seasonal changes.
- Identify the four compass directions.
- Identify that the arrow on a compass always shows north.
- Use the compass directions to describe the location of features.
- Observe and describe daily weather patterns.
- Suggest appropriate clothing and activities for each season.

## Summer Term

### What is it like to live in Shanghai?



#### Suggested prior learning



What is the weather like in the UK?

#### Key Knowledge gained:

##### Locational knowledge

To know:

- The name of the two continents (Europe and Asia).
- The names of two oceans (Atlantic Ocean and Pacific Ocean)
- That a continent is a group of countries.
- That they live in the continent of Europe.

##### Place Knowledge

- Naming some key similarities and key differences between their local area and a small area of a contrasting non-European country (China).

To know:

- That life elsewhere in the world is often different to ours.
- That life elsewhere in the world often has similarities to ours.

##### Human and physical geography

To know:

- That physical features means any feature of an area that is on the Earth naturally.
- That human features means any feature of an area that was made or built by humans.

#### Key Geographical Skills developed:

- Locating two of the world's seven continents on a world map.
- Showing on a map which continent they live in.
- Recognising some human and physical features in their locality.
- Using an atlas to locate the UK.
- Using a world map and globe to locate two of the world's seven continents (Europe and Asia).
- Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.
- Using directional language to describe features on a map in relation to other features (real or imaginary).
- Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.
- Recognising local landmarks on aerial photographs.
- Recognising basic human and physical features on aerial photographs.

#### Key fieldwork skills developed:

- Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.
- Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.
- Adding labels to sketch maps.
- Commenting on the features they see in their school and school grounds using an increasing range of geographical vocabulary with greater accuracy.
- Asking basic 'naming', 'describing' and 'thinking about it' \* questions about the immediate environment and world around them.
- Answering basic 'naming', 'describing' and 'thinking about it' questions about the features of their school and school grounds.
- Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.

**Key vocabulary to be grasped:**

<i>continent</i>	<i>country</i>	<i>directional language e.g. near, far, next to, behind, etc.</i>	<i>similar</i>	<i>different</i>
<i>map</i>	<i>key</i>	<i>symbol</i>	<i>human feature</i>	<i>physical feature</i>

**Other vocabulary:****Fieldwork sessions (Lesson 1):**

Comparing features in Shanghai to those in the local area and making a simple map using data they have collected through fieldwork.

**Local links/ enrichment:**

- Trip to Reigate castle: following a planned route on a map of the local area and recognising local landmarks and features on the way

**British Values/SMSC**

- Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people.

**Unit Outcomes****Pupils who are secure will be able to:**

- Give examples of human and physical features.
- Identify features they see on a walk.
- Explain the location of features using some directional language.
- Use an aerial photograph to locate physical and human features.
- Draw simple pictures or symbols on a sketch map.
- Draw compass points.
- Name the continent they live in.
- Use an atlas to locate the UK and China on a world map.
- Use an atlas to locate Europe and Asia on a world map.
- Identify China's physical and human geography.
- Sort physical and human features using photographs.
- Identify physical and human features in images of Shanghai.
- Compare Shanghai to their locality.
- Identify similarities and differences between human and physical features.

**End points – by the end of Year 1 pupils should be able to:**

- I can name and locate two continents (Europe and Asia) and two oceans (Pacific and Atlantic) on a world map or globe
- I understand some of the similarities and differences of the human and physical geography of a small area in the United Kingdom (Reigate) , and of a small area in a contrasting non-European country (Shanghai, China)
- I can identify seasonal and daily weather patterns in the United Kingdom
- I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- I am starting to understand the difference between human and physical features and I am able to name some of both
- I know what a map is and how to use it
- I know what a key is and how to use it
- I can draw simple sketch maps
- I can use simple compass directions
- I can ask and answer simple enquiry questions about the features of my school and school grounds
- I can use a simple recording technique to express their feelings about a specific place