

KS1 Geography Progression Map

Key concepts (taken from the National Curriculum)	EYFS Refer to EYFS document	KS1	
		Year 1 Our environment	Year 2 What a wonderful world... from the UK to Kenya
Locational knowledge		Children explore, name and locate a variety of characteristics of London in detail, including landmarks. Children explore, name and locate the 4 countries of the UK along with their capital cities.	Children name and locate the 7 continents and 5 oceans. Children name and locate the 4 countries of the UK and their capital cities.
Place knowledge		Children explore in detail UK physical and human geographical characteristics.	Children explore in detail UK physical and human geographical characteristics. Children explore in detail Kenyan physical and human geographical characteristics, including: national parks; game reserves; animals; the capital city (Nairobi) Children compare the UK to Africa, England to Kenya and London to Nairobi. Children compare life for Maasai people to those in Nairobi.
Human and physical geography		Children explore the weather in the UK, including extreme weather. Children explore the difference between 'hot' and 'cold' weather in the UK. Children explore the different seasons within a year and events that happen in those seasons, e.g. Christmas in winter, Easter in spring. Children create a weather diary to see weather patterns across 7 – 14 days.	Children locate hot and cold areas of the world. Children explore different countries in relation to the arctic and Antarctica, they begin to explore KS2 knowledge of tropics and equator. Children investigate what people wear in the arctic (Inuit people). Children identify the key physical and human features of the UK, including investigating 'Why don't we find big cities in mountainous areas?' Children explore in detail Kenyan physical and human geographical characteristics, including: national parks; game reserves; animals; the capital city (Nairobi)
Geographical skills and fieldwork		Children draw a simple map of the classroom including a key. Children label a map of the school grounds and buildings. Children draw a linear map of their route to school, identifying key landmarks, e.g. Alexandra Palace and physical features. Children verbally use directional language to explain their linear maps to a partner. Children explore and recognise key landmarks of London to draw a skyline.	Children use atlases to locate countries they have visited across the world. Children use atlases to locate the 7 continents and adjoining oceans and continents. Children explore and locate the 7 natural wonders of the world and how we conserve these 'natural landmarks' Children explore landmarks in our local area, e.g. Alexandra Palace in Hornsey or the London Eye in the city.

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		Children use a map to identify countries within the UK along with their flags.	Children use ICT (google maps) to identify the UK, London and Hornsey. They also find images of key human and physical features. Children use maps and atlases to locate Kenya, bordering countries and the capital city (Nairobi)
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Progression of Themes

<u>Theme</u>	<u>Year 1</u> <u>Our environment</u>	<u>Year 2</u> <u>What a wonderful world... from the UK to Kenya</u>
Sustainability	To understand that through recycling/litter picking, we can help to protect our environment.	To make sure we look after our natural world. To explore the successes of conservation projects.
Globalisation	N/A	To identify global links within the class.
Inter connections	To understand nature and the consequences of human actions on the environment.	To appreciate links between Hornsey and Kenya. To understand the similarities between different countries.
Challenging stereotypes	N/A	N/A