## Geography – KS1 Curriculum Knowledge Steps.



Year 1 and 2 will complete the same baseline of work. *Please refer to Previous Years' Geography assessment documents linked to hierarchies* 

There will be additional challenges tied in to the objectives for year 2, planned by class teachers and subject leads. There will be significant differences in the expectations of the way that the different year groups record their work. Link to geography enquiry questioning – Link to geography association guidance

Where children finish in EYFS in our curriculum linking to where they start in Geography:

## Culture and Communities

Children at the expected level of development will:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate – maps.

## The Natural World

Children at the expected level of development will:

Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

-Understand some important processes and changes in the natural world around them, including the seasons and changing state of matter.

Term	Cycle		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Assessment
Autumn	A	What features make Caythorpe unique? My school in my town Revision for Y2 from Cycle B: What is a map? What does it tell us? What symbols does it use? Points of the compass and direction	By the end of this lesson children will know: Y1 – what a map is and what it shows by looking at a map of the school and grounds. Y2 –how to interpret features of a map of the local area including roads, rivers and railways.	By the end of this lesson children will know: Y1 – how to follow a map of the school to locate features and that features on a map use symbols to show you what they are. Y2 – that features shown on a map are either made by people (human) or natural (physical). To know examples of each from their own environment	By the end of this lesson children will know Y1- that they can make maps with symbols to represent features in the school grounds, to help locate certain places in the school. Y2 – how to find human and physical features in their own environment and draw them on their own maps	By the end of this lesson children will know Y1 – to follow a map to go outside the school environment to a specific location i.e. the Church. Y2 – – how to categorise and sort human and physical features from photographs of the village and in real life on a walk.	By the end of this lesson children will know Y1 – that published maps use a set of symbols to represent features on a map i.e. roads and rivers. Y2 - how to use satellite map online of the village to look at the physical and human features from the air, to understand how the map would represent them.	By the end of this lesson children will know Y1 – how to use the symbols to create a map of their immediate local environment using the support of aerial photographs Y2 – how to locate and recognise human and physical features on a map of wider local environment beyond the school then represent them on a map of their own.	Year 1 Know what a map is as a tD drawing of a space as if from above. Symbols are used to denote features of the landscape Year 2 That features of landscape can be divided into human and physical and what they both mean To recognise and categorise both in their own environment and on pictures and maps
	В	How is compared to Caythorpe? My school in my town – from somewhere else in the UK. Revision for Y2 from Cycle A What is a map? What does it tell us? What symbols does it use? What features are included on maps?	By the end of this lesson children will know: Y1 - what a map is and what it shows by looking at a map of the school and grounds. Y2 - revise how to interpret features of a map of the local area including roads, rivers and railways. that features in the environment are either man made (human) or natural (physical) and they should be able to sort according to these criteria.	By the end of this lesson children will know: Y1 - Y1 – how to follow a map of the school to locate features and that features on a map use symbols to show you what they are. How to follow the map of a school in the contrasting UK locality Y2 – how to use satellite maps and photographs to describe the human and physical features of the contrasting locality and say why its different.	By the end of this lesson children will know: Y1 - that they can make maps with symbols to represent features in the school grounds, to help locate certain places in the school. To be able to do this in the contrasting school. That a compass finds direction The simple compass directions NSEW Y2 - NSEW and relate this to maps. Where the contrasting locality is in relation to own environment	By the end of this lesson children will know Y1 – to understand similarities and differences about living in the contrasting locality Y2 – detail about life in the contrasting locality, transport, facilities, weather.	By the end of this lesson children will know Y1 - that published maps use a set of symbols to represent features on a map i.e. roads and rivers. Y2 - to look at the different features in the environment of the contrasting locality on a drawn map and to know how to frame the comparisons in sentences that describe similarities and differences.	By the end of this lesson children will know: Y1 - how to use the symbols to create a map of the contrasting immediate local environment using the support of aerial photographs, satellite maps and live webcam footage. Y2 -	Year 1 Know what a map is as a 2D drawing of a space as if from above. Symbols are used to denote features of the landscape Use comparative language when looking at different landscapes to compare features of the landscape Year 2 That features of landscape can be divided into human and physical and what they both mean To recognise and categorise both in their own environment and on pictures and maps and describe features inc sims and diffs.
	A	What makes a capital city? All about the UK Revise from Term 1 and Cycle B Compass points and directions Human and physical features of maps and landscapes	By the end of this lesson children will know Y1 – the recognisable shape of the islands and they are surrounded by sea. Y2 – how to recognise the shape of the islands and how to recognise these on a range of maps including globes and in atlases.	By the end of this lesson children will know Y2 the countries that make up the British Islands and where they are located on the map. The names of their capital cities.	By the end of this lesson children will know Y1 – that London is the capital city of England and it has famous features. Y2 – that London is the capital city of England and it has very famous human and physical features. Children will know some of these and be able to locate them on a map of the Thames.	By the end of this lesson children will know Y1 – that the UK has very different contrasting environments Y2 – the locations of contrasting physical features in the UK such as rivers, mountains, lakes, hills, beaches	By the end of this lesson children will know Y1 - that people have made structures to use for a purpose and these are different from the features that were there naturally. Y2 - in the UK there are key human features that have been put there to serve a purpose. Children will look at the locations of a range of different features that have been constructed at very different times for different purposes i.e. The Eden Project The Angel of the North The Falkirk Wheel Stonehenge	By the end of this lesson children will know Y1 – how to spot human and physical features of the UK on a satellite image Y2 – how to use satellite mapping and real maps to locate and look at these features to describe their construction, location and purpose.	Y1 That the UK is an island is a land mass surrounded by sea, The names of the countries that make up the British Isles and the UK. That there are contrasting environments within the same land mass and to be able to describe some of them. London is the capital city of England Year 2 - That the countries of the UK have capital cities and they know their names That human features in the landscape have been put there to serve a purpose and to be able to predict and describe what that is. To know a range of different types of physical features of the landscape and to know the areas of the country (broadly) where these are located.
Spring	В	How does the climate influence our lives? All about the UK	By the end of this lesson children will know Y1 – the recognisable shape of the islands and they are surrounded by sea.	By the end of this lesson children will know Y1 – the countries that make up the UK And where they are located in relation to the compass points	By the end of this lesson children will know Y1 – that we have key features of our weather in the UK and to be able to name these	By the end of this lesson children will know Y1 – what plants and animals like our weather. What plants and animals	By the end of this lesson children will know Y1 – how we can set up measures to collect information about the weather	By the end of this lesson children will know Y1 – that weather changes over the year and links with the seasons, but it can also change in a day. They can	Year 1 That the UK is an island is a land mass surrounded by sea, The names of the countries that make up the British Isles and the UK. The UK has patterns of weather (seasonal changes) and our climate

	Revised from Cycle A - The countries of the UK, The capital cities of the countries. Key physical and human features of the countries	Y2 – that the countries have capital cities and they are located in regions with very different physical features	Y2 – that the location of the countries in the UK has a bearing on the climate and weather features	Y2 – that our weather systems are known as climate and these influence the human and physical environment	you will not find in our climate Y2 – how our climate influences the food we grow and how we live.	Y2 – how we can use gathered data from sources to collect information about the weather and use this to make hypotheses	use a weather forecast to help them know what is going to happen. This uses symbols like maps. Y2 – To use online weather overcast tools to look at weather data from cities around the UK and to compare weather patterns.	means that we have plants and animals that are adapted to live here. The names of the 4 points of the compass Year 2 The 4 points of the compass and an understanding of how this relates to the UK. That the location of the UK means we have certain weather systems and these form our climate. Our climate influences our lives – food, homes, travel etc.
	A How do we all fit on Earth? The wider world Revised from Cycle B: Th location of an environment impacts on its climate and the human and both its physical features. How climate impacts on food, clothing, buildings and human needs.	By the end of this lesson children will know Y1- The Earth is a sphere That a globe is a map of the Earth how a globe works and where UK is on a globe. How the map on a page relates to the real shape of the Earth Y2 – The globe is a representation of the Earth as a sphere. That maps are flattened versions of the sphere, so the Pacific Ocean carries on.	By the end of this lesson children will know Y1 – that the Equator splits the earth in half around the middle Y2 – that the globe is split into two halves by an imaginary line called the equator. The Earth is at its hottest there, then it cools as you get further away from the equator To locate the UK on a globe and explain why our climate is as it is.	By the end of this lesson children will know Y1 – the difference between land and sea on the globe. Y2 – identify some key land masses on the globe. That there are 7 continents and name them and locate them	By the end of this lesson children will know: Y1 – that water makes up the vast majority of the earth's surface. Find and name some of the key oceans Y2 – to know and locate the 5 oceans on the globe and find some of the countries that touch on them,	By the end of this lesson children will know Y1 – that some countries round the world have very different features to our own and compare the extremes Y2 – to know where famous and important physical and human landmarks from around the world are located. Use maps and satellite images to find them and look at them.	By the end of this lesson children will know Y1 – that the furthest places you can get away from the equator are called the Poles and there are north and south poles. Y2 – why the poles are so cold in relation to the physical geography of the globe.	Year 1 He earth is a sphere Find the UK on a globe The Earth is split into two invisible halves by the Equator Identify the difference between land and sea on a globe Y2 – there are 7 continents and 5 oceans What they are called Will be able to point them out on a map Why the poles are so cold
Jammer Da	B What features would you find at the seaside? The wider world Revise from Cycle A: The Earth is a sphere It has an imaginary line called the Equator at the centre The Equator is eh hottest part of the Earth and why? What happens to climate as you move north or south of the Equator?	By the end of this lesson children will know Y1 – that the Earth is a sphere and a globe is a map of the Earth Y2 - There are 7 continents and 5 oceans and where they are located INTRODUCE SPOTLIGHT LOCALITY STUDY a school in a contrasting locality	By the end of this lesson children will know Y1 – The location of the small place we will be studying that people round the world may live in different conditions to us Y2 – the location of the study area on a range of maps with increasing detail from globe atlas through to satellite, the country and what continent it is on plus key physical and human features of the country.	By the end of this lesson children will know Y1- what life looks like for children in that locality in the specific areas of school and home. Y2 – what life looks like for children in that area as to how they access human features of the environment such as shops any leisure facilities.	By the end of this lesson children will know Y1 – what is the weather like in the contrasting locality? What clothes and accessories would I need to go to school through the year. Y2 – climate features of the location and how that impacts on food, water, clothes and accessories.	By the end of this lesson children will know Y1 – in the immediate locality of the area of study there are certain features that are linked to the location such as wild animals and plants. Y2- the climate of the locality influences the physical features of the environment	By the end of this lesson children will know Y1 – that although there are lots of differences, there are things that are the same. Y2 – how to compare and contrast similarities and differences in the two localities and give brief descriptions. How to broadly attribute these differences to climate and location.	Year 1 He earth is a sphere Find the UK on a globe The Earth is split into two invisible halves by the Equator Identify the difference between land and sea on a globe To be able to describe the differences in features of life in the selected contrasting locality in comparison to own locality Year 2 T be able to sort human and physical features in contrasting locality from photographs, maps and satellite images. To understand how climate impacts on needs such as clothes, accessories and human features of the environment by talking about the learning from studying the contrasting locality`