



**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	<b>What features make Caythorpe unique?</b> <b>My school in my town</b> 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.	<b>Year 1</b> Know what a map is as a 1D drawing of a space as if from above. Symbols are used to denote features of the landscape <b>Year 2</b> 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
	B	<b>How is _____ compared to Caythorpe?</b> <b>My school in my town – from somewhere else in the UK.</b> 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 -	<b>Year 1</b> 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 <b>Year 2</b> 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.
Spring	A	<b>What makes a capital city?</b> <b>All about the UK</b> 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.	<b>Y1</b> 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 <b>Year 2 -</b> 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.
	B	<b>How does the climate influence our lives?</b> <b>All about the UK</b>	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	<b>Year 1</b> 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

