

## Key knowledge development: KS1 Geography

	Reception	Year 1	Year 2
Locational knowledge	<ul style="list-style-type: none"> <li>Understand position through words alone. For example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Independently, name and locate the world's 7 continents and 5 oceans.</li> </ul>
		<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom.</li> <li>With support, using maps and atlases, name and locate the world's 7 continents and 5 oceans.</li> </ul>	
Place knowledge	<ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of human geography by independently identifying features as human.</li> <li>Demonstrate an understanding of physical geography by independently identifying features as physical.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of Kenya in comparison to England.</li> </ul>
		<ul style="list-style-type: none"> <li>With support, demonstrate an understanding of human geography by identifying given features as human.</li> <li>With support, demonstrate an understanding of physical geography by identifying features as physical. Identify some of the human and physical geography of Staffordshire.</li> </ul>	
Human & Physical Geography	<ul style="list-style-type: none"> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>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</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to: key physical features and key human features.</li> </ul>
		<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>use basic geographical vocabulary to refer to: key physical features and key human features.</li> <li>Explain the main features of a cold place</li> <li>Describe Antarctica using words and pictures</li> <li>Explain how the weather changes with each season</li> </ul>	
Geographical	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right on a map]</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>	

		<p><b><u>Using and interpreting</u></b></p> <ul style="list-style-type: none"> <li>• Know that maps give information about the world (where and what?)</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents.</li> <li>• With support, follow a route on a prepared map.</li> <li>• Begin to recognise simple features on maps such as buildings, roads and fields.</li> <li>• Recognise that maps have a title.</li> <li>• Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.</li> <li>• With support, begin to explain why places are where they are.</li> </ul> <p><b><u>Position and Orientation</u></b></p> <ul style="list-style-type: none"> <li>• Begin to use locational and directional vocabulary. [for example, near and far, left and right] to describe the location of features around the world.</li> <li>• Say which direction N,S,E,W is.</li> <li>• Follow simple compass directions (north-east, south-west)</li> <li>• Know which direction N is on an Ordnance Survey map.</li> </ul> <p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Draw a simple free hand map (real or imaginary place) of a farm.</li> </ul> <p><b><u>Symbols</u></b></p> <ul style="list-style-type: none"> <li>• Know that symbols mean something on maps.</li> <li>• Find a given Ordnance Survey symbol on a map with support.</li> <li>• Begin to understand why maps need a key.</li> </ul> <p><b><u>Perspective and Scale</u></b></p> <ul style="list-style-type: none"> <li>• Look down on objects and make a plan. (small world?)</li> <li>• Identify and explain what a vertical aerial photograph is.</li> <li>• Know that you can 'zoom in' to look more closely.</li> </ul>	<p><b><u>Using and interpreting</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow a route on a prepared map.</li> <li>• Recognise simple features on maps such as buildings, roads and fields.</li> <li>• Understand why maps need a title.</li> <li>• Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.</li> <li>• Begin to explain why places are where they are.</li> </ul> <p><b><u>Position and Orientation</u></b></p> <ul style="list-style-type: none"> <li>• Use locational and directional vocabulary. [for example, near and far, left and right] to describe the location of features around the world.</li> <li>• Use N,S,E,W to describe a direction of movement.</li> <li>• Use N,S,E,W to describe location on a map.</li> </ul> <p><b><u>Drawing</u></b></p> <p>Draw a simple free hand plan, on squared paper, of the school building.</p> <p><b><u>Symbols</u></b></p> <ul style="list-style-type: none"> <li>• Use symbols on maps (own and class agreed symbols).</li> <li>• Find a given Ordnance Survey symbol on a map with support.</li> <li>• Create a simple colour key.</li> </ul> <p><b><u>Perspective and Scale</u></b></p> <ul style="list-style-type: none"> <li>• Look down on objects and make a plan. (aerial photo. School grounds)</li> <li>• I can draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on).</li> <li>• Use large scale, vertical aerial photographs.</li> <li>• Know that when you 'zoom in' you see a smaller area in more detail.</li> </ul>
<p><b>Geographical skills – digital technology</b></p>	<ul style="list-style-type: none"> <li>• Use google maps to explore locations different to where they live.</li> </ul>	<ul style="list-style-type: none"> <li>• Find places using a postcode or simple name search.</li> <li>• Draw around simple shapes and explain what they are on the map for example, houses.</li> <li>• Zoom in and out of a map.</li> <li>• Highlight areas.</li> <li>• Add an image to a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Add simple information to maps for example, labels and markers.</li> <li>• Use the measuring tool with support to show distance for example, my house to school, to the shops.</li> <li>• Zoom in and out of a map.</li> <li>• Draw a simple route.</li> </ul>

**Geographical  
skills – Field**

- Use all their senses in hands-on exploration of natural materials.
- Explore the natural world around them.

➤ 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

**What field work?**

Weather station? (use a graphing tool to gather and present using purplemash?)

**Where do we do field work?**

**What field work?**

**Where do we do field work?**