**Progression document in Geography KS1**

**Golden Threads- Trade, Settlement, Community-Church, Power, Invasion**

**Substantive Knowledge- What the children need to know at the of the year  
Procedural Knowledge- Knowing how to do something that can be done/skills  
Second order concepts- this considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by thinking like a geographer.**

**Second order concepts/knowledge - the knowledge being imparted at any given point**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Place, Scale and Space** | **Environment (physical and human processes)** | **Interconnections** | **Environment Impact and sustainability** | **Cultural Awareness and Diversity** |

**Strategies used to develop Disciplinary Knowledge**Pupils develop a more detailed knowledge of their locality, the United Kingdom and the wider world through ***selecting and synthesising*** information from a range of sources, using more complex geographical techniques, to ***explain* *through more informed responses*** the physical and human features they ***observe*** and the interaction of people with them, **using more sophisticated subject-specific vocabulary**

|  |  |  |  |
| --- | --- | --- | --- |
| **NC subject content** | EYFS | Year 1 | Year 2 |
| **Place and Locational**  **Knowledge** | I can use the local area for exploring both the built and the natural environment.   I understand the difference between natural environment  and manmade.  I know the difference between land and water. | I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.    I understand the difference between human and physical geography. | I can name and locate the surrounding seas of the United Kingdom.   I can name and locate the world’s seven continents and five oceans.  I understand and study the difference between human and physical geography with a study of a contrasting location   I know the basic compass directions (north, east south, west). |
| **Human and Physical Geography** | I show care and concern for the environment.   Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.  Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors. | 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.    I can use basic geographical vocabulary to refer to:  **Key Physical Features**  including:, forest, hill, mountain, soil, valley and vegetation.  **Key Human Features:** including: city, town, village, factory, farm, house and office. | I can 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.   **Key Human Features** including: city, town, village, factory, farm, house, office, port, harbour and shop.  I understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles. |
| **Field Work** | Arouse awareness of features of the environment in the setting and immediate local area, e.g. walk around local area Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing. | I can use world maps, atlases and globes to identify the United Kingdom and its countries.  I can use simple fieldwork and observational skills to study the geography of my school and its grounds surrounding.  I can devise a simple map; maps of school playgrounds, map journeys.  I can use aerial photographs. | I can plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key.  I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map and the key human and physical features of its environment. |
| **Enquiry Skills** | I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world.   I can talk about the features of my own immediate environment and how environments might vary from one another.  Provide stories that help children to make sense of different environments. | I can use resources provided and my own observations to respond to questions about places. | I can select information from resources provided.  I can use this information and my own observations to ask and respond to questions about places. |
| **Map Skills** | Provide play maps and small world equipment for children to create their own environments. | I can follow directions; up/down, left/right, behind/in front of.  I can use my own symbols on imaginary maps.  I can use relative vocab; bigger/smaller, like/unlike.  I can draw picture maps of imaginary places and from stories.  I can talk about my own maps. | I can follow directions; North, East, South, West.  I can use class agreed symbols on simple map.  I can do spatial matching; match the same area eg. continent on a larger map.  I can make a representation of a real or imaginary place.  I can use a plan and infant atlas to help create simple maps. |