

Geography KSI

Long Term Subject Overview Key Learning and Progression.

At KSI pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

	Autumn term	Spring term	Summer term
Year 1	The World (including hot and cold areas)	The United Kingdom	Our School
Lancashire Planning Theme	<i>Penguins, Possums & Pigs</i>	<i>Family Album</i>	<i>The Great Outdoors</i>
	<u>My World and Me.</u> The children will learn where the seven continents of the world are and understand how their proximity to the equator or the poles affects their climates. They will visit different countries and explore their climate and land features. They will learn about hot and cold areas of the world and how to navigate around a world map. • KSI - name and locate the world's seven continents and five oceans. • KSI - 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. • KSI - 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. • KSI - 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	<u>Let's Explore London</u> The children will find out more about London, including its location, geographical features and famous landmarks. • KSI - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • KSI - 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. • KSI - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • KSI - 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 • KSI - 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	<u>Map Makers</u> The children will find out why we use maps and how to read them, as well as having the opportunity to draw their own maps and plan perspectives. • KSI - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • KSI - 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 • KSI - 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 • KSI - 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
Year 1 Geography Curriculum Threads	World, Climate and weather, Earth geometry, Land use and settlement, Physical processes. 	The UK, Economic activity, Land use and settlement, Water and rivers. 	Local area, Land use and settlements, Natural resources. 

Year 2	A small area of the UK	A small area of a contrasting non-European study	Weather patterns in the UK and wider world.
Lancashire Planning Theme	<i>The Place Where I Live - Farington Moss/Lostock Hall</i>	<i>Explorers - Kenya</i>	<i>Wind in the Willows</i>
	<u>The Place Where I Live and Play</u> The children will find out where the United Kingdom is located on a world map and explore the features of the countries and capital cities of the UK, before finding out more about their local area. They will undertake fieldwork in the local area comparing two local parks. • KSI - name and locate the world's seven continents and five oceans. • KSI - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • KSI - 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. • KSI - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • KSI - 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 • KSI - 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	<u>Let's Explore Kenya</u> The children will study Kenya focusing on the people, wildlife and landscapes. Y2 will learn where Kenya is on a map and undertake a variety of activities to help them learn more about Kenya and compare it to the UK. • KSI - name and locate the world's seven continents and five oceans. • KSI - 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. • KSI - 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. • KSI - 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 • KSI - 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	<u>Weather Patterns</u> The children will learn the difference between seasonal weather and daily weather. They will find out how the weather changes during each season in the United Kingdom as well as how climate conditions vary in inland and coastal areas. Once Y2 have built on their understanding of British weather, they will look outwards, to the equator and the North Pole. The later lessons, explain differences in seasonal and daily weather in other parts of the world, and challenge children to consider not only how they differ to UK weather, but how the weather in polar and equatorial regions affects human behaviour. • KSI - 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. • KSI - 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
Year 2 Geography Curriculum Threads	Local area, Land use and settlement, Human processes, Physical processes, Diversity, Natural resources. 	World, Diversity, Economic activity, Land use and settlement, Natural resources, Interconnection. 	World, Earth geometry, Climate and weather, Physical processes. 
Overarching Skills Throughout KSI	Identify seasonal and daily weather patterns in the United Kingdom 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 Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop		

KSI Progression (Y1 and Y2)				
Locational knowledge		Place knowledge		Human and Physical Geography
▪Name and locate the world’s seven continents and five oceans. ▪Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		▪Small area of the United Kingdom. ▪Small area in a contrasting non-European country.		▪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. ▪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
Skills				
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT / technology
▪Use a range of maps and globes (including picture maps) at different scales. ▪Use vocabulary such as bigger/smaller, near/far. ▪Know that maps give information about places in the world (where/what?). ▪Locate land and sea on maps. ▪Use large scale maps and aerial photos of the school and local area. ▪Recognise simple features on maps e.g. buildings, roads and fields. ▪Follow a route on a map starting with a picture map of the school. ▪Recognise that maps need titles. ▪Recognise landmarks and basic human features on aerial photos. ▪Know which direction is North on an OS map. ▪Draw a simple map e.g. of a garden, route map, place in a story. ▪Use and construct basic symbols in a map key. ▪Know that symbols mean something on maps. ▪Find a given OS symbol on a map with support ▪Begin to realise why maps need a key. ▪Look down on objects and make a plan e.g. of the classroom or playground.	▪Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ▪Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. ▪Use simple compass directions (NSEW). ▪Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. ▪Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.	▪Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ ▪Investigate through observation and description. ▪Recognise differences between their own and others’ lives.	▪Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪Notice and describe patterns. ▪Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. ▪Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) ▪Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. ▪Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.	▪Use simple electronic globes/maps. ▪Do simple searches within specific geographic software. ▪Use a postcode to find a place on a digital map. ▪Add simple labels to a digital map. ▪Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. ▪Use programmable toys or sprites to move around a course/screen following simple directional instructions. ▪Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. ▪Describe and label electronic images produced.

	KSI End of year expectations to support summative judgements.					
	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
Year 1	Name and locate some places in their locality, the UK and wider world.	Describe some places and features using basic geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like.	Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds.	Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps.	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where.
Year 2	Name and locate significant places in their locality, the UK and wider world.	Describe places and features using simple geographical vocabulary. Make observations about features that give places their character.	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes.	Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.