

## Subject Progression

### Geography– Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Locational Knowledge		Place Knowledge		Human and Physical Geography	
<p>Learn names of countries within the United Kingdom.</p> <p>Learn names of cities and surrounding seas in the United Kingdom.</p> <p>Begin to match boundaries (e.g find same boundary of a country on different scale maps) of the UK.</p> <p>Begin to spatially match places e.g recognise UK on a small scale and larger scale map.</p> <p>Locate and name on UK map major features e.g London, River Thames, home location seas.</p>		<p>Identify and describe where places are in the UK.</p> <p>Make simple comparisons between features of different places.</p>		<p>Use geographical vocabulary including: beach, cliff, coast, sea, etc for physical features.</p> <p>Use geographical vocabulary including: city, town, port, factory, farm etc. for human features</p> <p>Recognise human and physical features in the local area.</p> <p>Recognise how places have become the way they are and how they continue to change.</p> <p>Identify and describe what places are like.</p> <p>Identify seasonal and daily weather patterns in the UK.</p>	
Fieldwork and Geographical Skills (to be incorporated throughout the year)					
<b>Geographical Skills</b> <ul style="list-style-type: none"><li>❖ Follow directions including N,S,E,W.</li><li>❖ Have experience of maps and attempts to make own, real or imaginary.</li><li>❖ Use own symbols on imaginary map.</li><li>❖ Use a plan view.</li></ul>			<b>Fieldwork</b> <ul style="list-style-type: none"><li>❖ Investigate their surroundings.</li><li>❖ Make observations about where things are e.g. around school and local area.</li><li>❖ Express their own views about places and the local area.</li><li>❖ Draw simple features they observe in the local area.</li></ul>		

- ❖ Use an Infant atlas to locate places.
- ❖ Use NF books, stories, maps, pictures, photos and internet as sources of information.
- ❖ Follow a route on a map using directional language such as near/far, left/right.
- ❖ Have experience of aerial photographs and try to identify known places with support.

- ❖ Use a camera in the field, with help, to record what they have seen and label.