



GEOGRAPHY CURRICULUM

KS1 Progression

Knowledge | Skills | Vocabulary | Year 1 to Year 2

Purpose of this document

This document sets out how pupils' geographical knowledge, skills and vocabulary develop through Key Stage 1 at Park Road Academy. It retains the six enquiry titles and objective links in the supplied Geography progression. Inspired by the Challenge Curriculum, learning uses meaningful questions, first-hand observation and evidence to build understanding from Year 1 to Year 2 and readiness for Year 3.

Key Stage 1 curriculum position

Key Stage 1 curriculum coverage

Pupils locate the UK, its countries, capitals and surrounding seas, and the seven continents and five oceans. They compare a small UK area with a contrasting non-European locality, study weather and hot and cold areas, and use human and physical geography vocabulary. Maps, atlases, globes, aerial photographs, compass directions and local fieldwork develop geographical understanding.

Progression principles

BUILD FROM EYFS	REVISIT & DEEPEN	MODEL, PRACTISE & APPLY	CHOOSE, EXPLAIN & IMPROVE
Familiar places and observations become named features, locations and simple explanations.	Place, location, weather, maps and fieldwork recur at increasing depth and scale.	Teachers model geographical skills; pupils practise and use evidence to answer an enquiry.	Pupils choose useful information, compare places and refine maps and explanations.

Curriculum strands

Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Maps & Direction	Fieldwork & Enquiry
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Key vocabulary is indicative rather than exhaustive. Revisit earlier language and expect pupils to use precise terms when locating, observing, mapping, comparing and explaining.



Year 1 Geography Curriculum Map

Enquiry units, core learning and progression emphasis

How the map should be used

The three enquiry titles come from the supplied Geography progression. Their order here is suggested: the source does not assign terms. Confirm placement against the school overview. Revisit weather observations across the year and build practical map and fieldwork skills within each enquiry.

Year 1

Sequence	Enquiry unit	Core learning	Progression emphasis	Links to strands
1	Where do and did the wheels on the bus go?	Explore the school grounds and nearby routes; observe and name human and physical features. Use aerial photographs and plan views to recognise landmarks. Follow and describe routes using near, far, left and right; introduce north, south, east and west. Draw a simple route map with symbols and a key.	Builds from familiar journeys to purposeful observation and map-making. Pupils connect real features to map symbols and describe position. Keep the geography focus on places, routes and features within this enquiry.	Human; Maps; Direction; Fieldwork
2	What do I know about the United Kingdom?	Name and locate England, Scotland, Wales and Northern Ireland and their capitals: London, Edinburgh, Cardiff and Belfast. Identify surrounding seas and the Atlantic Ocean using maps, atlases and globes. Recognise selected characteristics and human and physical features; compare photographs and simple maps.	Moves from the local area to the UK. Distinguishes a country from a city, locates places accurately and uses geographical vocabulary to describe features.	Location; Human; Physical; Maps
3	What's the weather like today in the UK and around the world?	Observe and record daily and seasonal UK weather. Introduce the seven continents and five oceans, locating them on maps and globes. Identify the Equator and North and South Poles and locate hot and cold areas in relation to them. Describe weather using simple symbols and records.	Connects repeated local observations with a wider world view. Pupils recognise patterns, distinguish weather from seasons and begin to explain where hotter and colder areas are found.	Location; Physical; Maps; Enquiry



Year 2 Geography Curriculum Map

Enquiry units, core learning and progression emphasis

Year 2 progression

Year 2 deepens the supplied enquiries through more precise mapping, systematic fieldwork and evidence-based comparison. The order is suggested rather than a confirmed term plan. Revisit Year 1 locational knowledge and vocabulary while developing independent explanations and a balanced understanding of different places.

Year 2

Sequence	Enquiry unit	Core learning	Progression emphasis	Links to strands
1	What would Dora find exciting about Altrincham?	Locate Altrincham within the UK and explore a manageable local route. Observe and record landmarks, land use and human and physical features through notes, drawings, photographs or simple tallies. Use aerial photographs, compass directions and a map key; create a map and explain which features make the locality distinctive.	Revisits Year 1 routes with more systematic observation and precise vocabulary. Pupils select evidence, locate features relative to each other and communicate findings through a clearer map.	Human; Maps; Direction; Fieldwork
2	Where would you prefer to live: England or Kenya?	Locate England and Kenya, revisiting continents, oceans, the Equator and poles. Compare a defined small area in England with a defined small area in Kenya through maps, photographs and accounts of daily life. Identify similarities and differences in human and physical features, weather and environment; explain a preference using evidence.	Moves from describing places to making supported comparisons. Select specific localities before teaching and avoid treating either country as a single uniform place. Recognise similarities as well as differences.	Location; Place; Human; Physical; Maps
3	Why do we love to be beside the seaside?	Locate selected UK coastal places and surrounding seas, revisiting countries and capitals. Identify beaches, cliffs, coasts and human features such as ports, harbours, shops and settlements. Compare a coastal locality with Altrincham using maps and aerial photographs; describe routes with compass directions and create a map with a key.	Applies map and feature knowledge to a contrasting UK setting. Pupils distinguish human and physical features, describe their relationship and explain similarities and differences between places.	Location; Place; Human; Physical; Maps



KS1 Geography Progression at a Glance

Concise progression from Year 1 to Year 2 and readiness for Year 3

Progression focus

This overview develops the objectives in the supplied Geography progression. Knowledge is revisited through enquiry questions, maps, local observation and comparisons between places. Pupils move from naming and describing towards using evidence, making connections and explaining their findings with increasing independence.

Area	Year 1	Year 2	End of KS1 / Year 3 readiness	Key vocabulary
Locational knowledge	Names and locates UK countries, capitals and surrounding seas; begins to locate seven continents and five oceans.	Revisits world locations through England and Kenya; locates coastal places and Altrincham within wider maps.	Names and locates the seven continents and five oceans; identifies UK countries, capitals, surrounding seas and some characteristics.	country, capital, continent, ocean, sea, United Kingdom
Place knowledge	Describes familiar places and selected UK features, noticing simple similarities and differences.	Compares a small English locality and a small Kenyan locality using human and physical features; compares local and coastal settings.	Uses evidence to explain similarities and differences between a small UK area and a contrasting non-European area.	place, locality, similar, different, compare, evidence
Human geography	Names buildings, settlements and services encountered on local routes and in UK studies.	Describes local and coastal human features and compares their purposes in the selected English and Kenyan localities.	Uses human geography vocabulary to describe features and explain simple ways people use places.	city, town, village, factory, farm, house, office, port, harbour, shop
Physical geography	Recognises and names natural features using observations, photographs and maps of the UK and wider world.	Describes coastal and inland features and compares physical geography in the selected localities.	Uses physical geography vocabulary to identify and describe features in familiar and contrasting places.	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation
Weather & hot and cold areas	Observes daily and seasonal UK weather; locates hot and cold areas in relation to the Equator and poles.	Revisits weather patterns and global location when comparing England and Kenya, using observations and information.	Identifies UK seasonal and daily weather patterns and locates hot and cold areas in relation to the Equator and poles.	weather, season, temperature, Equator, North Pole, South Pole

Area	Year 1	Year 2	End of KS1 / Year 3 readiness	Key vocabulary
Maps & direction	Uses maps, atlases and globes to locate studied places; recognises landmarks in aerial views and creates simple route maps.	Uses compass directions and locational language more precisely; interprets aerial photographs and creates maps with consistent symbols and keys.	Uses maps, atlases, globes and aerial photographs; describes routes with north, south, east and west and constructs simple maps and keys.	map, atlas, globe, aerial view, landmark, symbol, key, north, south, east, west
Fieldwork & enquiry	Observes the school grounds and surrounding area; asks simple questions and records features with support.	Plans what to observe on a local route; records and compares findings and selects evidence to answer the Altrincham enquiry.	Uses simple fieldwork to study school and local features; records observations and communicates an answer supported by evidence.	observe, fieldwork, route, record, tally, question, finding, evidence

Implementation note: Progress is cumulative. Revisit places, vocabulary and skills in different contexts. Assess accurate location, careful observation, meaningful comparison and explanations supported by evidence, alongside increasing independence.



Using the KS1 Progression Document

Planning, teaching, assessment and transition

Planning from the progression

1 START WITH PRIOR LEARNING Identify relevant EYFS experiences and place, weather and map knowledge from earlier units.	2 MODEL THE NEW STEP Demonstrate vocabulary, map use or observation before guided practice.	3 PLAN FOR APPLICATION Use the enquiry question to give mapping, fieldwork and comparisons a clear purpose.
4 ASSESS PROCESS Notice what pupils locate, observe, compare and explain, as well as their final outcome.	5 BUILD LANGUAGE Model precise geographical terms through maps, photographs, talk and fieldwork.	6 SUPPORT INDEPENDENCE Adapt resources and routes; use visual prompts while retaining the geographical focus.

What progression should look like in pupils' learning

KNOW MORE Recalls connected knowledge of places and features.	DO MORE Uses maps and fieldwork skills more accurately.	CHOOSE MORE Selects useful information and ways to record.	EXPLAIN MORE Uses vocabulary and evidence to compare places.	IMPROVE MORE Checks locations and refines maps and answers.
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Suggested evidence for assessment and subject leadership

PUPIL VOICE Can pupils locate places, describe features and explain a comparison?	MAPS & FIELDWORK Do maps, weather records and observations show developing accuracy?	TEACHING & INCLUSION Are vocabulary, geographical skills and accessible fieldwork revisited?	TRANSITION Does evidence show readiness to extend place knowledge and enquiry in KS2?
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End-of-KS1 readiness for Year 3 Geography

LOCATION Locates UK countries and capitals, continents, oceans and surrounding seas.	PLACE & COMPARISON Compares a small UK area with a contrasting non-European locality.	HUMAN & PHYSICAL FEATURES Names and describes features with accurate geographical vocabulary.
WEATHER & WORLD PATTERNS Describes UK weather and locates hot and cold areas globally.	MAPS & DIRECTION Uses maps, compass directions, aerial views, symbols and keys.	FIELDWORK & ENQUIRY Observes, records and explains local findings using evidence.

Read alongside the Geography long-term overview, Challenge Curriculum-inspired planning, fieldwork arrangements and whole-school progression. Enquiry titles and objectives are retained from the supplied document; sequencing and examples are suggested additions.