

Coverage of Geography KUS

| Areas | Year One Paws, Claws and Whiskers | Year Two Scrumdiddlyumptious |
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| Term 1 | <p>Locational Knowledge</p> <ul style="list-style-type: none"> I am beginning to know what a continent is and that I live in Europe. I can name, locate and identify the four countries and capitals of the UK. <p>Place Knowledge</p> <ul style="list-style-type: none"> I can understand geographical similarities and differences through studying the human (key buildings) and physical (River Mersey) geography of a small area of the United Kingdom. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> I can identify the daily and seasonal weather in the UK (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) I can describe how weather can change during a day or what it is likely to be like at different times of the year in the UK. I can use basic geographical vocabulary – see progression in vocabulary <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> I know some of the four compass points NSWE. I can use maps, globes, and atlases to recognise some features and places (in my locality and beginning to in the wider world). <ul style="list-style-type: none"> I can talk about and describe a locality using some appropriate vocabulary. I can ask and answer some questions to help me investigate. | <p>Locational Knowledge</p> <ul style="list-style-type: none"> I know what a continent is and I know I live in Europe. I can name some of the world’s seven continents (South America, Europe, Africa, Australia). <p>Place Knowledge</p> <ul style="list-style-type: none"> I can compare places at a local scale (e.g. where I live and another place at a similar scale in a non-European country – (London and Brasilia). I recognise and describe simple patterns in the environment (e.g. seasonal changes/ weather). <p>Human and Physical Geography</p> <ul style="list-style-type: none"> I can use geographical vocabulary to ask and answer questions about the human and physical features of places. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> I know the four compass points NSWE. I can use atlases, maps and globes to identify and describe some features and places. I can read, use maps and diagrams (to help me find out about places and share information). |
| Assessment examples | <ul style="list-style-type: none"> Pre Assessment: Identify the key features of Liverpool. Post Assessment: To label the four countries and capital cities of the UK and the surrounding seas. To label some compass points. From 2022 | <ul style="list-style-type: none"> Pre Assessment: To locate the four countries and capital cities of the UK. To identify the four compass points and to identify the equator on a map. Post Assessment: To answer comparison questions about Brazil and London. To locate Brazil and the equator. From 2022 |

| | Year One Street Detectives | Year Two Extreme Earth |
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| Term 2 | <p>Locational Knowledge</p> <ul style="list-style-type: none"> • I can locate my local area on different maps of the United Kingdom. • I can name, locate and identify the four countries and capital cities of the UK, including Liverpool. • I can name the surrounding seas of the UK (English Channel, Irish Sea and the North Sea). <p>Place Knowledge</p> <ul style="list-style-type: none"> • I can talk about some of the human and physical geography of my locality (Tuebrook). • I can talk about places in my locality that are important to me. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • I can talk about/ describe a locality (Tuebrook) using some appropriate vocabulary (e.g. human and physical features, location, geographical characteristics such as weather and what happens there). • Use basic geographical vocabulary – see progression in vocabulary <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • I know the four compass points NSEW. • I can use the compass directions, locational and directional language to describe a short route (the recycling centre, the brook in Tuebrook). • I can devise a simple map with basic symbols. • I can make simple observations about the school and its grounds and note the key human and physical features. • I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features | <p>Locational Knowledge</p> <ul style="list-style-type: none"> • I know where in the world the North and South Poles and Equator are. • I can identify, name and locate the seven continents. • I can name, locate and identify the five oceans (Arctic Ocean, Southern Ocean, Atlantic Ocean, Pacific Ocean and the Indian Ocean). <p>Place Knowledge</p> <ul style="list-style-type: none"> • I can 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 place. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • I can describe some different places near the equator and at the poles. • I can identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • I know the four compass points NSWE. • I can use atlases, maps and globes to identify and describe some features and places. • I can use geographical vocabulary to ask and answer questions about places and give my opinion. |
| Assessment examples | <ul style="list-style-type: none"> • Pre Assessment: Identify the four countries on a map and to identify the compass points. • Post Assessment: To identify the four countries and seas of the UK on a map. To identify Liverpool on a map. To label the compass points. To sort the key features of Tuebrook into human and physical features. | <ul style="list-style-type: none"> • Pre Assessment: To label Africa, Europe, South America, Australia, the Atlantic Ocean and the equator on a map, including labelling the compass points NSEW. • Post Assessment: To label the continents (Africa, Europe, South America, Australia) including the North and South Poles, and oceans on to a world map. |

| | Year One Africa Oye! | Year Two Wonderful Woodland |
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| <ul style="list-style-type: none"> Term 3 | <p>Locational Knowledge</p> <ul style="list-style-type: none"> I know what a continent is and I know I live in Europe. I am beginning to name some of the world's seven continents (Europe, Australia, Africa). <p>Place Knowledge</p> <ul style="list-style-type: none"> I can 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 (Africa and Kenya). <p>Human and Physical Geography</p> <ul style="list-style-type: none"> I can identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) I can describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality/ at another place I have studied). – Africa I am beginning to identify the location of hot and cold areas of the world in relation to the Equator. I can use basic geographical vocabulary – see progression in vocabulary <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> I know the four compass points NSWE. I can talk about and describe my locality. I can use plans, maps, globes, atlases and aerial images to recognise some features and places (in my locality/ in the wider world). I can talk about/ describe a locality using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there). I can ask and answer some questions to help me investigate. | <p>Locational Knowledge</p> <ul style="list-style-type: none"> I can identify my local and surrounding areas (Liverpool and Formby). <p>Place Knowledge</p> <ul style="list-style-type: none"> I can understand geographical similarities and differences through studying the human and physical geography of a town (Formby), with a city (Liverpool) and an island (Isle of Coll in Scotland). <p>Human and Physical Geography</p> <ul style="list-style-type: none"> I can identify the human and physical features of a woodland and a seaside. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> I can use atlases, maps and globes to identify and describe some features and places. I can make and use simple maps and plans (paper and digital) to help me investigate and compare places. I can use aerial images to help me describe what a place is like and locate key features. I can read, use and make simple symbols on maps and diagrams (to help me find out about places and share information). I can investigate my locality through fieldwork and collect data to help me describe and compare places. I can use geographical vocabulary to ask and answer questions about places and give my opinion. |
| Assessment examples | <ul style="list-style-type: none"> Pre Assessment: To label the world's continents learnt so far on a map (Australia, Europe). To label the compass points learnt so far on a map. Post Assessment: To identify the weather in relation to the equator and the location of the continents learnt (Africa, Australia and Europe). To identify the human and physical features of Kenya. | <ul style="list-style-type: none"> Pre Assessment: To locate the capital cities including Liverpool on a map of the UK, including the surrounding seas and the compass points. Post Assessment: To identify the human and physical features of woodland and the seaside. To locate on a map the Isle of Coll and Formby. To also answer question related to these places. |

