

**Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed. Progression of Skills and Knowledge: GEOGRAPHY Year 1**

Skill	TOPIC : THE SENSES & BLACK HISTORY MONTH Our School/ Seasons/Weather	TOPIC: JULIA DONALDSON Maps	TOPIC : PETS	TOPIC: HOUSES AND HOMES Cheadle	TOPIC: How Does Your Garden Grow?	TOPIC: THE SEASIDE  Comparing locality
LOCATION KNOWLEDGE	To know that our school is in a place called Cheadle.	To know that there are different places/countries in the world		To know where we live/our address.  To know that Cheadle is a place in Stockport.	Weather- where in the world is hot, where in the world is cold. Seasons- how they change. Spring to Summer (repeat from AT1)	To know what the coast is and where it is.
PLACE KNOWLEDGE	To know that Cheadle is a village where we go to school.	To know that there are hot/cold places on the Earth.		To talk about Cheadle and what it is like.  To know who Scotch Bob is and why is he there and what is he remembered for?		To name places by the seaside/coast where we have been on holiday.
HUMAN AND PHYSICAL GEOGRAPHY	To use basic geographical vocabulary to refer to: key human features, including: school, village and house.  To observe seasonal patterns in the UK.	To identify human and physical features on a simple map..		To understand geographical similarities and differences through studying human and physical geography of Cheadle.  To name some buildings/landmarks in Cheadle.  To identify different types of houses in Cheadle.  To know that Cheadle is different from the countryside. To use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office shop.		To use human and physical features to compare and contrast Cheadle with the seaside/coast. To use basic vocabulary to refer to: key physical features, including: beach, cliff, coast, sea/key human features, including: port, harbour.
GEOGRAPHICAL SKILLS AND FIELDWORK	To use simple fieldwork skills and observational skills to study the geography of their school and its grounds. To use locational language (eg: near and far, left and right )  To describe the location of features in the playground and school.  To use locational and directional language to describe and devise simple maps of the classroom, school, equipment in hall etc.)  To use simple fieldwork and observational skills study and record the seasons(in drawings /collage etc)	To use world maps, atlases and globes to identify land and sea.  Building on simple maps of school and literacy link: Use locational and directional language to describe and devise simple maps showing journey's eg witch's journey on Room on the Broom.		To use digital/computer mapping (Google Earth) to observe Cheadle and its buildings and houses.  To use simple fieldwork and observational skills to study the geography of Cheadle and its key human and physical features.  To devise a simple map of Cheadle showing where the shops, church etc are located/ map of journey to school. Use photographs of Cheadle		To use simple fieldwork and observational skills to study the geography of the seaside and compare it to Cheadle.  To identify seaside places the children have been to on a big map.  To devise a simple sketch map identifying some of the human and physical features at the seaside..
KEY KNOWLEDGE	To know the location of features in the classroom, school and playground.  To know there are 4 seasons.	There are 4 countries in the UK which have capital cities.  There are cold and hot areas in the world.		My address.  I live in Cheadle which is a place in Stockport.  There are different buildings etc in Cheadle.  There are different types of houses which have different features.		Know similarities and differences of seaside and Cheadle.  To recognise a coastal area.
KEY QUESTIONS	Can you describe where things are in school using locational language?  How do the seasons change?	What are the names of the countries in the UK?  Can you identify where ____ is on the map using locational language.		Where do you live? What is your address?  What things would you find in Cheadle?  What kind of house do you live in?  Where is Scotch Bob?  What do you pass on the way to school?		Where is the coast? What does it look like? How is the coast different to Cheadle?
LEARNING INTENTION	To describe the features of the school and its playground. To devise simple maps  To know there are 4 seasons.	There are 4 countries in the UK which have capital cities.  There are cold and hot areas in the world  To devise a simple map.		To know where you live.  To know some of the features of Cheadle.  To know what type of house you live in and the key features.  To know of and identify Scotch Bob.		To know what some of the features are in coastal area.  To know there are human and physical differences between the seaside and Cheadle.
KEY VOCAB	School, playground near far next to etc left and right map Autumn, Spring, Winter, Summer	United Kingdom, hot, cold, near, far, up down etc.		Scotch Bob, village town semi-detached bungalow detached Terraced, map, journey, locational language, address		Beach cliff coast sea ocean river season weather port, harbour, hill, human, physical
VISIT/ORS	Visit Brooklyn Park to observe signs of Autumn		Chester Zoo(science) Baby Visitor (history)	Walk around Cheadle & visit Scotch Bob	Visit to Brooklyn Park to observe difference since previous visit.	Seaside visit
LA PUPILS/SUPPORT	Adult support	Adult support finding England on a map adapted resources		Walk round Cheadle.		Adult support Adapted resources

				Resources-pictures of Cheadle on the internet, talk about the story of Scotch Bob and retell.		
<b>HOW TO CHALLENGE A YEAR 1 CHILD?</b>	Can you include a key on your map?	Can you find the capital cities in the UK?		Can you describe features of Cheadle using locational language? Can you talk about your journey to school? Can you sort the houses into different types?		To name places that have a coast
<b>KEY TEXTS</b>		Maps, globes and atlases UK Map				The Lighthouse Keepers Lunch Somebody Swallowed Stanley