

Geography Skills Progression

End of EYFS Expectations

People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World ELG

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Nursery and Pre-School (Range 4 and 5)

Human and physical	Location and place	Geographical skills and fieldwork
<p>Using small world models to recreate real life environments e.g. farms/garage/hospitals</p> <p>Notices detailed features of objects in their environment.</p> <p>Can understand and explore different natural environments.</p> <p>Can talk about seasonal and daily weather patterns in their environment and ask questions about the weather and seasons.</p> <p>Can explore their familiar environment e.g. classroom, outside area and school</p> <p>Can comment and ask questions about aspects of their familiar world.</p>	<p>Begin to understand that there are different places in the world and that they may be different to where they live.</p> <p>Understand that people may travel to another country and think about a range of transport.</p> <p>Know the name of their school and their village</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Can explore collections of materials with similar and/or different properties.</p> <p>Can talk about what they see, using newly introduced vocabulary.</p> <p>Can begin to use some resources to explore natural environment as part of their play e.g. magnifiers</p> <p>Respond to and use the language of position and direction</p>

Key Vocabulary

Geography Skills Progression

Reception (Range 6)		
Human and physical	Location and place	Geographical skills and fieldwork
<p>Can, understand and explore different natural environments and phenomena e.g. weather, volcanoes.</p> <p>Can begin to name features/familiar places within the local environment e.g. school, home, house, road, park.</p> <p>Can make observations of the local environment and begin to understand why some things occur and/or change.</p> <p>Can identify similarities and differences between familiar places using basic vocabulary.</p> <p>Can identify seasonal and daily weather patterns in the local and ask questions about the weather/ seasons and area.</p> <p>Can begin to understand the weather can be different in different places.</p>	<p>Can begin to identify the locations of their home and school and other familiar places.</p> <p>Can begin to describe locations using simple locational and directional language.</p> <p>Can begin to ask and answer simple geographical questions linked to location e.g. Where is...?</p> <p>Can discuss and begin to describe own significant places such as home and school.</p> <p>Can begin to identify the main geographical features of their immediate environment.</p> <p>Has some understanding that places can have similarities and differences.</p> <p>Has a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they use regularly, showing an awareness of where things belong and of the people within the school and at home.</p>	<p>Can take information from a simple map</p> <p>Can begin to make attempts at drawing their own map.</p> <p>Can make attempts to draw and label features of familiar environments and imaginary places.</p> <p>Can begin to use secondary sources (e.g. photographs, sketches or films) to find out about places.</p> <p>Can make basic observations of familiar environments, including identifying some similarities and differences between places.</p> <p>Can use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</p>
<p>Key Vocabulary</p> <p>Map, place, behind/in front of, next to, behind, above, below, inside, outside, along, around, up, down, left, right, Bramley, School, Own Street name, place, feature, same, different, School, playground, home/house, road/street, park, shop, field, hill, beach, river, sea, hot/cold weather + weather vocab, seasons</p>		

End of KS1 National Curriculum Expectations

Pupils should be taught to:

Locational knowledge

- 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

Place knowledge

Geography Skills Progression

<ul style="list-style-type: none"> 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
<p>Human and physical geography</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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
<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 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 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 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		
Human and physical	Location and place	Geographical skills and fieldwork
<p>Can begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features.</p> <p>Can identify key human and physical features of familiar places including the school, its grounds and the surrounding environment .</p> <p>Can begin to express opinions on the features of the immediate local environment.</p> <p>Can use some basic geographical vocabulary to identify key human and physical features of places studied</p> <p>Can identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season.</p>	<p>Can name and locate the four countries of the UK and their capital cities.</p> <p>Can name and locate the seas surrounding the UK.</p> <p>Can identify geographical characteristics of the four countries and capital cities of the UK.</p> <p>Can begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history.</p> <p>Knows that places be can be compared in many ways e.g. size, amenities, transport, location or weather. (within UK)</p> <p>Can observe and describe some geographical similarities and differences between familiar</p>	<p>Can use a globe and world map and locate UK and its features including countries, capitals and surrounding seas.</p> <p>Can begin to follow routes on prepared maps.</p> <p>Can use basic symbols in a key.</p> <p>Can draw own fictional maps and plans by drawing around shapes/using own symbols.</p> <p>Can begin to use aerial/satellite photos and plan perspectives to recognise familiar features.</p> <p>Can engage in simple, teacher led fieldwork enquiries.</p> <p>Can begin to use first-hand observation, including using the senses, to identify features/patterns including similarities and differences.</p>

Geography Skills Progression

	<p>places e.g. their street, school grounds, Bramley area.</p> <p>Can begin to understand that geographical features can change over time.</p> <p>Can make simple comparisons between the key human and physical features of places studied</p>	<p>Can begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.</p> <p>Can recognise the difference between physical and human features.</p>
<p>Key Vocabulary</p> <p>(capital) city, town, village, farm, shop, factory, port/harbour, coast, beach, cliff, forest, mountain, ocean, weather (+ weather vocab), temperature season/seasonal + (names of seasons), journey, abroad, Bramley, Guildford, , River Wey, United Kingdom + four countries of UK and capital cities, Republic of Ireland, North Sea, Irish Sea, English Channel, Europe, , location, local, national, area, point, building, landscape, community, physical/human similarity/difference, Globe, world map, atlas, aerial, photo, route, plan, symbol, key (Introduce – will be developed in Year 2), senses, (from Sci NC) direction, near/far/further left/right high/higher, compass, compass direction/point, North/South /East/West (Introduce – will be developed in Year 2)</p>		
<p>Year 2</p>		
<p>Human and physical</p>	<p>Location and place</p>	<p>Geographical skills and fieldwork</p>
<p>Can understand that there are hot and cold areas of the world. Locate hot and cold areas of the world.</p> <p>Can explain the main differences between human and physical geographical features.</p> <p>Can understand and use a range of basic geographical vocabulary to identify key human and physical features of the places studied.</p> <p>Can discuss where in the world is hot and cold in relation to the Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles and North and South Poles.</p>	<p>Can observe and describe some geographical similarities and differences between familiar places e.g. their street, school grounds, Bramley area.</p> <p>Describe some geographical similarities and differences between the continents of the world based on their locations.</p> <p>Identify and locate the Equator, Arctic Circle and Antarctic Circle as lines of latitude.</p> <p>Can name and locate the seven continents and five oceans of the world.</p> <p>Identify and locate continents that have significant hot or cold areas and link to Poles/Equator</p> <p>Identify and locate places studied on a range of maps.</p>	<p>Use world maps, globes and atlases to identify locations studied.</p> <p>Use simple compass directions (N, S, E, W)</p> <p>Devise a simple map of a place in the local area.</p> <p>Use and construct basic symbols in a key.</p> <p>Use simple grid references (e.g. A1, D7) to locate squares on a map.</p> <p>Zoom in/out and begin to highlight/annotate digital maps.</p> <p>Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features.</p> <p>Fieldwork enquiry and practical skills:</p> <p>Engage in teacher led/guided enquiries</p>

Geography Skills Progression

	<p>Identify reasons why the places studied are significant and the people or groups who they are significant for.</p> <p>Understand and explain the meaning of the term 'non-European country'.</p> <p>Observe and describe some geographical similarities and differences between locations studied.</p> <p>Explain the similarities and differences in the lives of children in the locations studied.</p>	<p>Use first-hand observation to comment on features/patterns/ similarities and begin to measure using standard units.</p>
<p style="text-align: center;">Key Vocabulary</p> <p>Landmark, border, poles, Equator, desert, valley, vegetation, island, national park, coast Ocean, Africa, Asia, North America, South America, Antarctica, Pacific Ocean, Atlantic ocean, Artic ocean, southern ocean, North Pole, South Pole, Equator, Northern Hemisphere, Southern Hemisphere, significant, global, international, locality, European/non-European, physical (feature), human (feature), similarity, difference, Symbol, key, grid, grid reference, digital map, satellite, photo, zoom, in/out, highlight/label, measure, beyond, compass direction/point, North/South /East/West/Northwest/southwest/northeast/southeast, source, patterns, similarity/difference</p>		