



Progression of skills in Geography

Area of study	Reception	Year 1	Year 2
<b>Geographical knowledge (location &amp; place)</b>	<p style="text-align: center;"><b>Local area- Whitestone</b></p> <ul style="list-style-type: none"> <li>• To follow simple directions.</li> <li>• To understand a map is a bird’s eye view.</li> <li>• Observe and identify features in the place they live and the natural world.</li> <li>• Talk about how environments may vary from one another.</li> <li>• Examine change over time.</li> <li>• Talks about the features of their own immediate environment and how environments might vary from one another.</li> <li>• Point out the north pole and south pole are on a globe or atlas.</li> <li>• To know where they live.</li> </ul>	<p style="text-align: center;"><b>Local area of Nuneaton and The United Kingdom</b></p> <ul style="list-style-type: none"> <li>• Identify and recognise features of their local area.</li> <li>• Recognise geographical similarities and differences in their immediate environment and a contrasting environment.</li> <li>• Find and describe where they live on a map of the UK.</li> <li>• Name and locate the four countries of the UK and their capital cities.</li> <li>• Name capital cities and landmarks in the United Kingdom.</li> <li>• Identify and recall facts about the South Pole.</li> </ul>	<p style="text-align: center;"><b>The wider world</b></p> <ul style="list-style-type: none"> <li>• Understand, compare and contrast localities.</li> <li>• Recognise human and physical geographical similarities and differences in their immediate environment and a contrasting environment.</li> <li>• Name the seven continents of the world and find them in an atlas/on a map or globe in relation to the United Kingdom.</li> <li>• Name the five world’s oceans and find them in an atlas/on a map or globe in relation to the United Kingdom.</li> <li>• Point out where the equator is.</li> <li>• Discuss which places are hot and cold based on their position near the equator.</li> <li>• Find and discuss where they’re going on a map, using known routes.</li> <li>• Construct a map and choose the most suitable symbols for a map key.</li> <li>• To use a world map to follow transportation routes.</li> </ul>

## **Human and Physical Geography**

### **Immediate locality**

- Observe daily weather patterns and changes in the natural world around them.
- Explore their local environment and talk about the changes they see.
- Show care and concern for their environment.
- Use everyday vocabulary to name common physical and human features.
- Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.
- Discuss different occupations and where people work
- Show respect of different cultures.

### **Comparing localities**

- Name some types of weather and describe the weather associated with the four seasons.
- To explain why they would wear different clothes at different times of the year.
- To talk about appropriate clothing in hot and cold countries.
- Identify, observe and records daily and seasonal weather patterns.
- Identify physical and human features of the local area.
- Identify certain the characteristics of England, Scotland, Wales and Ireland (castles).
- Name key physical features associated with a town near the beach e.g. 'beach, cliff, ocean and mountain'.
- Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop.

### **Comparing contrasting localities**

- Comparing and contrasting weather in localities.
- Understand that different countries have different climates.
- Identify the location of Australia in relation to the Equator and the North and South Poles.
- Describe and compare some physical and human features of their own locality and a contrasting locality.
- Use a key to identify physical features on a map.
- Describe the key features of a place, using words like, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Describe some human features of their own locality as well as a contrasting locality.
- Describe why certain areas appealed to settlers.
- To understand how humans can affect an environment.

<p><b>Geographical enquiry</b></p>	<p><b>Immediate surrounding</b></p> <ul style="list-style-type: none"> <li>• Show an awareness of my immediate locality.</li> <li>• Find out about and identify features in the place they live and in the natural world.</li> <li>• Find out about their environment and talk about those features they like and dislike.</li> <li>• Use appropriate words, e.g. 'town', 'road', 'path', 'house' etc to help children make distinctions in their observations.</li> </ul>	<p><b>Local surrounding</b></p> <ul style="list-style-type: none"> <li>• Discuss things they see during an investigation of their local surroundings.</li> <li>• Discuss what they like/dislike about their locality and why.</li> <li>• Ask, respond and investigate relevant Geographical questions about their locality using different resources such as books, stories, maps, pictures/photos and internet as sources of information.</li> <li>• Compare local surroundings to other places in the world.</li> </ul>	<p><b>Global surrounding</b></p> <ul style="list-style-type: none"> <li>• Investigate their local surroundings globally.</li> <li>• Find out about a locality by using different sources of evidence.</li> <li>• Ask, respond and investigate relevant Geographical questions about a locality beyond their local surrounding, using different resources such as books, stories, maps, pictures/photos and internet as sources of information.</li> <li>• Make appropriate observations about why things happen</li> <li>• Express own views about a place, people and environment.</li> </ul>
<p><b>Fieldwork and Geographical Skills</b></p>	<ul style="list-style-type: none"> <li>• Use simple observational skills to explore the school grounds.</li> <li>• Follow simple directions.</li> <li>• Use everyday language to talk about and describe their relative position e.g. behind, next.</li> <li>• Take photos of the local area and explain what they are.</li> <li>• Use photos and videos of our local environment to create simple routes which children can orally describe and explain.</li> <li>• Comment and ask questions about aspects of familiar world.</li> <li>• Show care and concern for living things and the environment.</li> <li>• Observe closely what is around me and make comments on what they can see.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple observational skills to study the geography of the school and its grounds</li> <li>• Use simple locational and directional language, forwards, back, left, right to describe location of features and routes on a map.</li> <li>• Look at a simple map of the local area and identify and describe some specific features of their own locality</li> <li>• Observe, measure and record information about the local area surrounding their school environment and communicate their findings</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of the school and its surrounding area</li> <li>• Follow simple directions</li> <li>• Use locational and directional language as well as the four points of a compass to describe location of features and routes on a map</li> <li>• Communicate findings in pictures, reports, graphs and diagrams.</li> <li>• Use digital technology to observe and record what they find and see</li> <li>• Identify the key human and physical features in the local area</li> <li>• Collect data using observations and record it</li> </ul>

<b>Direction, location, representation.</b>	<ul style="list-style-type: none"> <li>• Use positional language forwards, backwards, turn to follow and give directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use directional language left, right, near and far.</li> </ul>	<ul style="list-style-type: none"> <li>• Use language north, south, east and west to follow directions using simple compasses.</li> </ul>
<b>Map skills.</b>	<ul style="list-style-type: none"> <li>• Use pictorial and photographic maps to follow routes within school and the school grounds.</li> <li>• Orally describe a journey.</li> <li>• To recognise pictures of places within the immediate surrounding.</li> <li>• Provide play maps and small world equipment for children to create their own environments.</li> <li>• Orally compare scale and size.</li> <li>• Create visual representations of a journey e.g. creating a painting or drawing of a familiar route.</li> <li>• Know that words can describe how to move.</li> <li>• Follow directions related to movement. E.g. stand up, sit down, come forwards, move backwards.</li> <li>• Understand that birds eye view is a view from above.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Google Earth atlases, maps, globes and aerial photography to locate different places.</li> <li>• Create simple maps of routes within the local area and the school.</li> <li>• To visualise the location of something within their immediate environment.</li> <li>• Draw a simple map using a bird's eye view.</li> <li>• To create a map to show a journey.</li> <li>• Talk about own maps.</li> <li>• Understand that a map can tell you where to go.</li> <li>• Use maps and a globe to identify the UK.</li> <li>• To understand that both a map and a globe show the same thing.</li> <li>• Draw a simple map, using basic symbols as a key.</li> </ul>	<ul style="list-style-type: none"> <li>• To use maps, atlases, globes and digital computer mapping (Google Earth) to locate countries and describe features studied.</li> <li>• To use and understand aerial photos.</li> <li>• Use a given map to follow a route to find a final destination.</li> <li>• Draw maps of real or imaginary places.</li> <li>• Use and identify symbols to form a key.</li> <li>• Spatial matching; match the same area e.g. continent on a larger map.</li> <li>• Use a plan and infant atlas to help create simple maps.</li> <li>• Understand that a map is a 2D representation of the real, 3D world.</li> <li>• Know that a picture on a map represents a place or feature in the real world.</li> <li>• Follow, identify and use a route on a map.</li> <li>• To use Google Earth, an Atlas and aerial images to locate countries.</li> <li>• To use simple grid references.</li> </ul>

<b>Geographical vocabulary</b>	Environment, Same, Different, Similar, Then, Now, Before, After, Next, School, Whitestone, Nuneaton, House, Church, Town, Place, Road, Tree, Soil, Community, Family, Countries, Country, Live, North Pole, South Pole, atlas, globe.	Britain, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Belfast, Cardiff, Edinburgh, Capital Cities, Big Ben, River Thames, Landmarks, Tube, City, Village, Countries,	Coast, beach, shoreline, cliff, coast climate, harbour, port, pier, sea, the Arctic, North Atlantic, South Atlantic, North Pacific, South Pacific, Indian, and Southern oceans, Continents, Africa, Europe, Asia, America,
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	<p>Forwards, Backwards, Above, Under, local, Map, Directions, Behind, Next To, Change. Hot, Cold, Seasons – Autumn, Winter, Spring, Summer, Environment, Place, Live, Change, Living, World, Work, Jobs, Families, Cultures, Respect.</p>	<p>Continent, Similarities, Differences, Street, Address, Physical feature, human feature, man-made, Natural, Mountains, Hills, canal, desert, river, forest, valley Rivers, Sea, Ocean, Birdseye view, Aerial, Key, Symbol, Bigger, Smaller, Like, Dislike, Photograph, Left, right, near, far, Direction, Atlas, Globe, Compare, Nuneaton, Journey, North Pole, South Pole, Rainforest, Transportation, Amazon, Brazil, South America, Equator, Sustainable, Rainfall, Climate, Seasons, Autumn, Winter, Spring, Summer, Rain, Sun, Wind, Snow, Thunder.</p>	<p>and Oceania, North America, South America, Antarctica, Equator, North Pole, South Pole location, locality British Isles, North Pole, South Pole Identify, improve Oceans, Pacific, Atlantic, Arctic, Southern, Indian Compass, scale North, south, East, West, Route, fishing, flood, food, Diagram, Comparison, Co-ordinates, Distance, Map, Key, Compass, Contrast, Compare, Globe, Earth, Transportation, Globe, Earth, Locality, Climate, Weather, Equator.</p>
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