

Progression of skills for Geography

EYFS Reception Understanding the world

30-50months

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.

40-60months

Looks closely at similarities, differences, patterns and change

ELG

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Exceeding

The World

Know that the environment and living things are influenced by human activity.

2Can describe some actions which people in their own community do that help to maintain the area they live in.

Know the properties of some materials and can suggest some of the purposes they are used for.

Are familiar with basic scientific concepts such as floating, sinking, experimentation.

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	Year 1	Year 2	End of KS1 expectations
Location Knowledge	<p>To recognise similarities and differences in relation to places, objects and living things. E.g. town, countryside, seaside.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>To name and Locate the world's seven continents and five oceans. Identify these on a map/atlas/globe.</p>	<p>To name and locate the world's seven continents and five oceans.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>
Place Knowledge	<p>To identify where they live.</p> <p>To discuss and find their way around the school and school grounds, including, a visit to the local park.</p> <p>To identify how to safe in their local area. Compare 2 local roads. (link to road safety week).</p>	<p>To understand Geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area of a contrasting non-European country.</p>	<p>To understand Geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area of a contrasting non-European country.</p>
Human and Physical Geography	<p>To understand Geographical similarities and differences through studying the human and physical Geography of a small area of the UK.</p> <p>To identify seasonal and daily weather patterns in the UK.</p> <p>To use basic geographical vocabulary when referring to human features.</p> <p>To use basic geographical vocabulary when referring to physical features.</p>	<p>To identify the location and seasonal weather patterns of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To use basic geographical vocabulary when referring to human features. Can use basic geographical vocabulary when referring to physical features.</p>	<p>To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To use basic geographical vocabulary to refer to:</p> <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

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			<ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shops
Geographical Skills and fieldwork	<p>To use world maps, atlases and globes to identify England, Wales, Northern Island and Scotland. (Including Google Earth)</p> <p>To devise and construct a simple map and devise a simple key using symbols (draw journeys to school and local routes)</p> <p>To use simple fieldwork to study the Geography of their school and its grounds including the human and physical features found in the environment. (Link to Park trip in local area).</p>	<p>To use world maps, atlases and globes to identify countries, continents and oceans studied.</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features or a route on a map.</p> <p>To use simple fieldwork to study the Geography of their school and its grounds including the human and physical features found in the environment.</p>	<p>To 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</p> <p>To 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</p>