

Knowledge and Skills Progression Map for Geography

Together we Develop, Inspire, Succeed



	Reception	Year 1	Year 2
Geographical skills and fieldwork	• Use car maps and create own small world maps. • Use some locational language (e.g. up, down, back forward), e.g. 'Going on a Bear Hunt' where children move by following the vocabulary from the text over a series of apparatus following the route from the book. • Use simple observational skills of the school surroundings. Children walk around our school and grounds finding out where places are in relation to each other and to their classroom. • Use simple observational skills to study Forest School • Use simple keys e.g. colour by number	• Make simple maps of the local area e.g. 'my journey to school' as part of the 'Out and About' topic. • Use locational language (e.g. near and far, left and right) to describe the location of features and routes. The children design a map of 'The Gruffalo's Woods'. • Use simple observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. • Use google earth to locate own home within our Dinglewell locality. • Ask simple geographical questions e.g. What is it like to live in this place?	• 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 e.g. near and far, left and right to describe the location of features and routes on a map. As part of our 'Pirates' topic the children follow the direction of the sun over a day to work out the compass directions and go on to create a treasure 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. E.g. looking at and creating their own coastal maps as part of 'Mr Grinling and his Lighthouse' topic.

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Locational Knowledge	Know England's capital city	- Name and locate the world's seven continents. E.g. children locate Antarctica on a globe and map as part of their 'Explorers' topic - Name and Locate England's capital city. - Understand how some places are linked to other places e.g. roads, trains. The children undertake a traffic survey to determine whether the road outside our school is busy or not.	- Name and locate the world's seven continents and five oceans when learning about where our food comes from. We also revisit this when locating the seas/oceans that famous pirates sailed on. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. We use atlases to locate these and to read about characteristics of these places. The children talk about where in the UK they have visited. - Locate the coast around the UK, talking about the UK as an island and discussing the features of islands.

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Human and Physical	• Discuss daily weather patterns by tracking the weather over a short period of time. • Begin to understand that some places are hot and others are cold. When learning about polar bears, find out about where those bears live • Know that the environment and living things are influenced by human activity. • Identify the North Pole as part of the 'Bears, topic. •	• Identify seasonal and daily weather patterns in the United Kingdom. Children watch local and national weather reports and then film their own weather report using language learnt. • Identify the equator • Identify the location of hot and cold areas of the world. • Identify the North and South Poles as part of 'Explorers' topic learning about Scott and Shackleton's explorations. • Use basic geographical vocabulary to refer to key physical features, including: valley, mountains, woods, weather, season • Use basic geographical vocabulary to refer to key human features e.g. city, shop, house	• 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 geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, clearing, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, woodlands. The children look for these features on maps and then create their own coastal map as part of the 'Mr Grinling' topic. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, harbour (see vocabulary progression).
Place knowledge	• To know about similarities and differences in relation to places, objects, materials and living things. The children talk about the differences between inside and outside. • They talk about features of their own immediate environment and how environments may vary from one another. They learn about some animals in differing parts of the world and how they live in different environments. • They can describe some actions which people in their own community do to help maintain the area they live in. Children learn about litter picking and how to look after plants and animals.	• Name, describe and compare familiar places using our local geography trail. • Link their homes with other places in their local community • Know about some present changes that are happening in the local environment e.g. at school	• 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. The children learn about The Caribbean as part of the 'Pirates' topic.