

Geography learning progression.

Locational Knowledge

Curriculum focus: 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.

EYFS	Year 1	Year 2
<p>Nursery</p> <ul style="list-style-type: none"> • Knows that there are different countries in the world <p>Reception</p> <ul style="list-style-type: none"> • Knows that there are different countries in the world • Children are able to name towns, cities or countries with familial links. <p>ELG</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. 	<p>As a geographer:</p> <p>Can I name and locate the four countries making up the British Isles, with their capital cities?</p> <p>Can I name the surrounding seas of the United Kingdom?</p> <p>Can I talk about the main features of each of the four countries that make up the United Kingdom?</p> <p>Can I locate Eling on a map?</p> <p>Vocabulary</p> <p>United Kingdom, Country, City Capital City, Town, Village, Atlas ,Globe World</p>	<p>As a geographer:</p> <p>Can I locate and name the 7 continents on a World Map?</p> <p>Can I locate and label the 5 oceans?</p> <p>Can I name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?</p> <p>Can I name and locate Ghana, Malaysia and Brazil on a map and its key places</p> <p>Vocabulary</p> <p>Country, Continent, City, Town, Village, Region, Ocean, Seas</p>

Place Knowledge

Curriculum focus: 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

EYFS	Year 1	Year 2
<p>Nursery</p> <ul style="list-style-type: none"> • Knows that we live in Eling which is in a country called England • Knows where they live (house, flat, bungalow) • Can explain features of other homes • Using pictures, explains what life may be like for children in other countries • Can articulate what daily life is like for them in our country • Talk about what they see in their own environment (school/home) using a wide vocabulary • Talk about local environments (their road, the park, library,) <p>Reception</p> <ul style="list-style-type: none"> • Knows that different countries have different homes • Can identify similarities and differences between homes in our country • Can identify similarities and differences between homes in other countries • Recognise some environments that are different to the one in which they live • Use pictures to compare and contrast environments around the world • Makes comparisons between life for children this country and other countries • Talk about local environments (their road, the park, library,) <p>ELG</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. 	<p>As a geographer:</p> <p>Can I recognise similarities and differences between Eling and a contrasting place in the UK.</p> <p>Recognise the similarities and difference between Southampton and another city.</p> <p>Can I talk about people and places within my local environment?</p> <p>Can I talk about people and places beyond my local environment?</p> <p>Compare and contrast polar regions</p> <p>Can I identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area?</p> <p>As a geographer:</p> <p>Can I compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality? E.g. Comparing and Contrasting a farm with the seaside.</p>	<p>As a geographer:</p> <p>Can I compare a local City/town in England with a contrasting city in a different country? Brazil, Malaysia, Ghana</p> <p>Can I identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area?</p> <p>Compare and contrast polar regions</p> <p>As a geographer:</p> <p>Can I ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Can I talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles?</p> <p>Can I compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences?</p>

Human / Physical geography

Curriculum focus: 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: 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.

EYFS	Year 1	Year 2
<p>Reception</p> <p>Can briefly explain the difference between human and physical features – which items can and can't be moved?</p>	<p>Physical geography</p> <p>Identify land use around the school beach, coast, forest, hill, sea, river, weather, quay,</p> <p>Human geography</p> <p>City, town, village, house, and shop, tide mill</p> <p>Weather, climate and physical events</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Physical geography</p> <p>beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather,</p> <p>Human geography</p> <p>City, town, village, factory, farm, house, office, port, harbour and shop. Begin to look at tourism and trade Explore famous landmarks in the UK</p> <p>Weather, climate and physical events</p> <p>Identify hot and cold areas of the world in relation to the Equator and the North and south poles</p> <p>Polar regions Antarctica and deserts. Links with Australia and deserts and Ghana and the equator.</p>

Geography skills and fieldwork

Curriculum focus: 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 Geography. 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.

EYFS	Year 1	Year 2
<p>Nursery</p> <ul style="list-style-type: none"> Identifies features on a simple map – in familiar environments such as the classroom and outdoors Knows what a map is used for <p>Reception</p> <ul style="list-style-type: none"> Identifies features on a simple map – in familiar environments such as the classroom and outdoors Children ask questions about the world and enjoy looking at maps and globes Can use maps to locate objects in ‘real life’ <p>ELG</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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). 	<p>Direction</p> <p>Use directional language to describe the location of features and routes on a map- Near, far, left and right</p> <p>Fieldwork</p> <p>Can I use simple fieldwork to observe, measure and record the human and physical features from the school grounds and the surrounding area? Look at reasons for sunny and shaded places around school.</p> <p>Map skills</p> <p>Use maps, atlases, globes and Google Earth to locate countries and cities</p> <p>Follow maps around the school and local area-library</p> <p>Use a map to identify places in the UK</p> <p>Can I use aerial images to recognise landmarks and basic physical features?</p> <p>Use a simple key to recognise physical and human features on a map</p> <p>Create a simple map of my local environment</p> <p>Vocabulary</p> <p>Key, Map, Symbol, Plan, Left, Right, North, South, East, West, Compass, Direction</p>	<p>Direction</p> <p>Revise directional language to describe the location of features and routes on a map- Near, far, left and right</p> <p>Use simple compass directions (North, South, East, West)</p> <p>Fieldwork</p> <p>Can I use fieldwork to observe, measure and record human and physical features in the local area?</p> <p>Map skills</p> <p>Use maps, atlases, globes and Google Earth to locate countries and cities studied.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical geography</p> <p>Devise a simple map and construct basic symbols in a key</p> <p>Use simple grid reference (A1, B1)</p> <p>Vocabulary</p> <p>Scale, Map, Atlas, Globe, Direction, Location, Key, Aerial, photograph, Route</p>