

## Progression of Knowledge, Skills and Understanding in Geography

	EYFS	Year 1	Year 2
<b>Place and Locational Knowledge</b>	<p>Use the local area for exploring both the built and the natural environment.</p> <p>Understand the difference between natural environment and manmade.</p> <p>Know the difference between land and water</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Understand the difference between human and physical geography.</p>	<p>Name and locate the surrounding seas of the United Kingdom.</p> <p>Name and locate the world's seven continents and five oceans. Understand and study the difference between human and physical geography with a study of a contrasting location</p> <p>Know the basic compass directions (north east south, west).</p>
<b>Human and Physical Geography</b>	<p>Shows care and concern for the environment.</p> <p>Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p> <p>Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation, . key human features, including: city, town, village, factory, farm, house, office</p>	<p>Use basic geographical vocabulary to refer to:</p> <p><b>Key physical features</b> including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><b>key human features</b> including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles</p>

<p><b>Field Work</b></p>	<p>Arouse awareness of features of the environment in the setting and immediate local area, e.g. walk around local area Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds surrounding.</p> <p>Devise a simple map; maps of school playgrounds, map journeys</p> <p>Use aerial photographs</p>	<p>Plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key.</p> <p>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. and the key human and physical features of its environment</p>
<p><b>Enquiry Skills</b></p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Provide stories that help children to make sense of different environments.</p>	<p>Use resources provided and their own observations to respond to questions about places.</p>	<p>Select information from resources provided.</p> <p>Use this information and their own observations to ask and respond to questions about places.</p>
<p><b>Map Skills</b></p>	<p>Provide play maps and small world equipment for children to create their own environments.</p>	<p>Follow directions; up/down, left/right, behind/in front of.</p> <p>Use own symbols on imaginary maps</p> <p>Use relative vocab; bigger/smaller, like/unlike</p> <p>Draw picture maps of imaginary places and from stories.</p> <p>Talk about own maps.</p>	<p>Follow directions; North, East, South, West.</p> <p>Use class agreed symbols on simple map.</p> <p>Spatial matching; match the same area eg. continent on a larger map.</p> <p>Make a representation of a real or imaginary place. Use a plan and infant atlas to help create simple maps.</p>

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