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**Progression of Knowledge and Skills in Geography**

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|  | | **Locational and Place Knowledge** | **Human and Physical Geography** | **Geographical Skills and Fieldwork** |
| **Year R** | **Breadth of Study** | • Begin to be exposed to a variety of maps  • Identify and talk about a journey they have been on  • Visit and identify some features of local environments e.g. Brickfields, Manor Park | * Identify simple human and physical features of their surrounding environment.   + Begin to identify the seasonal and daily weather patterns in the UK. * Recognise that other children (in real life or books) may have similar or different experiences from their own | • Begin to be exposed to simple world maps and globes.  • Begin to draw simple maps using their own symbols to represent features.  • Recognise simple features of their immediate environment on a map |
| **Skills used** | * **Explore** world maps * **Ask geographical questions** related to maps * **Identify** journeys and features of local environments | * **Identify** simple human and physical features of their surrounding environment. * **Identify/explore/observe** the seasonal daily weather patterns in the UK | * **Observe** a variety of maps in a variety of formats. * **Draw** a simple map. * **Explore** a variety of maps. |
| **Year 1** | **Breadth of Study** | • To be aware of the name and location the world’s seven continents and five oceans and to locate them with guidance.  • Locate the United Kingdom on a world map.  • Understand that a world map shows all the countries in the world.  • Understand the difference between a continent and a country.   * Understand the difference between an ocean and a sea. | • Identify seasonal and daily weather patterns in the United Kingdom\*  • Use basic geographical vocabulary to refer to key physical features.  **\* = primarily taught through Science curriculum** | • To 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.  • Use locational and directional language to describe the location of features and routes on a map.  • 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.  • Devise a simple map; and use and construct basic symbols in a key. |
| **Skills used** | * **Use maps and a globe** to **identify** the continents and oceans and **understand** that both a map and a globe show the same thing. * **Locate** the continents on a paper map * **Study** pictures/videos and **ask geographical questions** e.g. What is it like to live in this place? How is this place different to where I live? * **Express own views** about a place, people and environment. | * **Use basic geographical vocab** to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. * **Use basic geographical vocab** to refer to key human features, including: city, town, village, factory, farm, house and shop. * **Ask questions** about the weather and seasons. **Observe and record** e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer\* * **Express opinions** about the seasons and **relate the changes to changes in clothing and activities** e.g. winter = coat, summer = t-shirts\* | * **Observe and record** information about the local area * **Use locational and directional language** to describe the location of features and routes on a map. * On a walk in the local area, children to **draw and create a simple map with a key.** * **Study** anaerial photograph of the school and **label** it with key features e.g. school, church, park, shops * Look at a simple map of the local area and **identify** the things they know and have seen. |
| **Year 2** | **Breadth of Study** | • Begin to name and locate the world’s seven continents and five oceans independently.  • Name and locate the four countries of the U.K. on a world map and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  • 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. | • Use basic geographical vocabulary to refer to key physical features.  • 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.  • Recognise and identify similarities and patterns between the human and physical geography of the two localities studied and understand why and what the reason may be for the similarities and differences identified. | * Use locational and directional language to describe the location of features and routes on a map.   + 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 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.   + To learn the four compass directions, North, East, South & West. |
| **Skills used** | * **Use maps and globes** to locate the UK. * Be able to **identify** the 4 countries and label the capital cities. * **Explain** the characteristics of a capital city and **form opinions** on how this affects a capital city. * **Study** pictures/videos of two differing localities, one in the UK and one in a contrasting on European country, and **ask geographical questions** e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? * **Express own views** about a place, people and environment. Give **detailed reasons** to support own likes, dislikes and preferences. | * **Use basic geographical vocab** to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. * **Use basic geographical vocab** to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. * **Study** pictures/videos of two differing localities, one in the UK and one in a contrasting on European country, and **ask geographical questions** e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? * **Express own views** about a place, people and environment. Give **detailed reasons** to support own likes, dislikes and preferences. | * **Study** maps and aerial photographs and **use simple compass directions** (North, South, East and West) and **locational and directional language to describe** the location of features and routes on a map. * **Draw** own maps of a National Park; **use and construct** basic symbols in a key. * Children to **make suggestions** for features of National Parks. * **Communicate findings** in different ways e.g. reports, graphs, sketches, diagrams, pictures. |