

Geography Skills Progression EYFS To end of KS1

<u>Skills</u>	<u>Year N</u>	<u>Year R</u>	<u>Year 1</u>	<u>Year 2</u>
Locational Knowledge	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work <p>RANGE 5, in <i>'Birth to 5 matters.'</i></p>	<ul style="list-style-type: none"> Knows about similarities and differences in relation to places, objects, materials and living things <p>Range 6, in <i>'Birth to 5 matters.'</i></p> <p>Statutory ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> To locate our classroom within the school Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas. To identify London on the map and understand what London is like. To investigate secondary sources to learn what a place is like, including maps 	<ul style="list-style-type: none"> Locate the oceans and continents of the world Locate hot and cold areas of the world in relation to the Equator and the North and South Poles Reinforce the location of the locality of the school within the UK and the world Location of Arctic and Antarctica Locate hot and cold areas of the world in relation to the Equator and the North and South Poles Reinforce the location of the locality of the school within the UK and the world Location of Africa, Namibia, Botswana, Kalahari Desert, Arctic and Antarctica

<p>Place knowledge</p>	<p>Shows interest in the lives of people who are familiar to them</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 	<p>Enjoys joining in with family customs and routines</p> <ul style="list-style-type: none"> • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <p>Statutory ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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. 	<ul style="list-style-type: none"> • To draw out similarities and differences between places and begin to understand links between them. • To understand the different types of farming in China and compare it with UK • I can ask questions to find out what places are like. • I can compare school life in China (Beijing) and the UK (my own school). • I can understand what Chinese culture is like. • I can explain the word culture to my partner. • I can begin to understand some similarities and differences between Chinese culture and the culture of our own country. • 	<ul style="list-style-type: none"> • Recognise and describe the key characteristics of cold places. • Begin to compare cold places to the locality of the school. • Recognise and describe the key features of Antarctica • Compare the Antarctica to the school locality. • Recognise and describe the key characteristics of hot and cold places. • Begin to compare hot and cold places to the locality of the school. • Recognise and describe the key features of the Kalahari desert and Antarctica • Compare the Kalahari desert and Antarctica to the school locality. • To draw out similarities and differences between places and begin to understand links between them
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Human and Physical Features

- Talks about the features of their own immediate environment and how environments might vary from one another

Statutory ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

- To use basic geographical vocabulary to describe the key human and physical features of Lordshill.
- To describe and to recognise features of Lordshill, using an ICT birds-eye view street map and satellite map.
- To use geographical vocabulary to ask and answer questions

- Identify and begin to describe the key components of the weather
- Describe the weather and begin to identify daily and seasonal variations
- Describe simple weather forecasts
- Recognise and describe the key characteristics of very cold places.
- Identify and begin to describe the key components of the weather
- Describe the weather and begin to identify daily and seasonal variations
- Describe simple weather forecasts
- Recognise and describe the key characteristics of very hot and very cold places.
- Begin to identify similarities and differences between very hot and cold places
- Recognise and describe the key human and physical features of the Kalahari desert.
- To recognise and identify human and physical features of Lordshill.
- To use geographical vocabulary to describe the features of Lordshill.
- To describe the physical and human features of Lyndhurst and understand how the mix of these

				features helps to explain its character.
Geographical skills and fieldwork	<ul style="list-style-type: none"> • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like 	<ul style="list-style-type: none"> • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • May enjoy making simple maps of familiar and imaginative environments, with landmarks <p>Statutory Educational Programme: Mathematics In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	<ul style="list-style-type: none"> • To create an aerial photo of our classroom • To create an aerial photograph of our school • To use aerial photos to recognise landmarks and basic human and physical features of Lordshill. • To use directional vocabulary, to plan a route, using a birds-eye view map of Lordshill • To interpret a map and follow a route • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use compass directions and locational and directional language to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> • Use a range of secondary and geographical resources to recognise and describe weather • Use symbols to help to describe weather • Investigate ground shot photos to describe very cold places • Follow routes in the school grounds, using simple 1:500 maps and plans • Create simple maps of trails followed in the school grounds • Sort secondary sources of information about cold places • Use infant atlases to locate places in the world • Use simple atlas maps to identify and name the continents and oceans of the world • Use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map • To use world maps, atlases and globes to identify the United

				Kingdom and its countries as well as the countries, continents and oceans (relating to Titanic journey)
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