



Curriculum Skills and Progression Map

Geography

Early Years Foundation Stage	Key Stage One
<p>Mathematics</p> <p>3- and 4-Year-Olds</p> <ul style="list-style-type: none"> Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <p>Understanding the World</p> <p>3- and 4-Year-Olds</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Reception</p> <ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. <p>Early Learning Goal</p> <p>People, Culture and Communities</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>Locational Knowledge</p> <ul style="list-style-type: none"> 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. <p>Place Knowledge</p> <ul style="list-style-type: none"> 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. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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, harbor, and shop <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> 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 to describe the location of features and routes on a 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. 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

<p>The Natural World</p> <ul style="list-style-type: none"> • 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. 	
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	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Early Years Foundation Stage	<ul style="list-style-type: none"> • Say what town/city I live in • Know the country I live in • Talk about the immediate environment in which I live 	<ul style="list-style-type: none"> • Recognise and talk about differences and similarities between life in this country and life in other countries. • Talk about contrasting environments, drawing on experiences and what is read in class. 	<ul style="list-style-type: none"> • Say what seasons it is through observations. • Name and describe different weather patterns. • Make observations of the environment and talk about changes. • Talk about different environments from which we live in • Show respect and care for the natural world. 	<ul style="list-style-type: none"> • Create maps in play. • Describe my position in relation to others/objects, such as next to, behind, under. • Explore the natural world around us. • Draw information from observations, discussions, stories, non-fiction and map about our immediate environment and other countries
Key Stage One	<ul style="list-style-type: none"> • Express own views about a place, people, environment • Consider geographical questions –Where is this place? What is it like? How has it changed? • Suggest ways of improving the local environment. • use key vocabulary to demonstrate knowledge and 	<ul style="list-style-type: none"> • Identify similarities and differences between the local environment and one other place. • Consider geographical questions e.g., what is it like to live in this place? • Express own views and preferences about a place, 	<ul style="list-style-type: none"> • Recognise how places have become the way they are e.g., shops. • Use basic geological vocabulary to refer to physical and human features. • Name the four seasons and describe typical weather conditions for each. 	<ul style="list-style-type: none"> • Use simple field sketches use a camera. • Use maps, pictures, and stories to find out about different places. • Collect data during fieldwork such as the number of trees/houses. • Recognise simple human and

	<p>understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica, Pacific, Atlantic, Indian, Southern, Arctic</p>	<p>people, environment, location and give detailed reasons.</p> <ul style="list-style-type: none"> • Explain what facilities a town or village might need. • Compare and describe an area of the UK to a place outside Europe using geographical words. • Compare the UK with contrasting country in the world. • Compare a local city/town in the UK with a contrasting city/town in a different country. 	<ul style="list-style-type: none"> • Identify hot and cold areas in the world and begin to understand climate in simple terms e.g., consider what they might wear if they lived in a very hot or a very cold country. • Answer simple questions regarding straight forward geographical patterns e.g., what are the busiest times at the park? • Describe in simple terms how wind or water has affected the Geography of an area. 	<p>physical features on an aerial photograph or simple map, showing an awareness that objects look different from above.</p> <ul style="list-style-type: none"> • Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features. • Name the world's oceans and find them in an atlas. • Find where they live on a map of the UK. • Draw a simple picture map (could be from a story) and label particular features. • Use simple compass directions and locational/directional language when using maps
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