



Geography- Progression of Knowledge and Skills



Resilience

Curiosity

Respectfulness

Creativity

Independence

Confidence

Development
Matters

ELG

How this achieved in EYFS

Sticky Knowledge: By the end of EYFS
the children will know...

Nursery

- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Show interest in different occupations.
- 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 from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.
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Reception:

- Draw information from a simple map.
- Recognise some similarities and differences between life in this

ELG People and Places

- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.
- Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.

ELG The Natural World

- 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 to them in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Autumn Term:*All about me:*

- Look at where we live, describe features we see on the way to school.
- Draw my route to school.
- Explore the school, where are the different rooms in relation to one another. What happens in each room?
- Explore the school grounds, look at features of our school environment. (*Autumn Walk*)
- Look at maps of Orpington (paper, Digimap and Google Earth) explore and discuss the features found on local maps. (*Link to Where the Wild Things Are*)
- Discussing where we were born and where our extended family live using world maps/globes for support.

Around the world:

- Explore compare/contrast our environment with Australia, polar regions and Africa.
- Explore, compare, contrast, observe, draw and discuss animals native to Australia, polar regions and Africa.
- Knowing where different animals come from.
- Explore, compare, contrast and discuss life, living and schools in UK and Africa.

Seasonal changes – Autumn:

- Exploring school's grounds and observing seasonal changes in the Autumn.
- Exploring natural autumnal resources in Tuff Tray, asking questions and making/drawing observations.
- Explore hibernation and migration, looking at contrasting environments/animals around the world in the autumn.
- Explore harvest time in the UK and farming at harvest time.
- Observe seasonal weather changes and longer nights in the autumn compared to the summer.
- Observe and explain decomposition of pumpkins

Festivals:

- Explore festival origins/celebrations across the world, using a world map/globe.

Spring Term:Knowledge:

- I know where I live, (Orpington, Kent, London)
- I know some of the features of my immediate environment.
- I know the name of my school and can say some of the things I pass on my way to school.
- I know some of the people who work in my community and what they do.
- I know the names of the four seasons.
- I know the main features of the weather in each of the seasons.
- I know that not all places in the world are the same.
- I know some of the animals and plants that live and grow around me.
- I know what harvest is.
- I know some of the festivals that are celebrated around the world.
- I know that different foods are grown around the world.
- I know that London is the capital of England.
- I know some animals from different parts of the world.

Vocabulary:

- Orpington, Kent, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far, Africa
- Community, jobs, doctor, teacher, shop, park, binmen, carers, road, map
- Harvest, seasons, Autumn, Winter, Spring, Summer, weather
- Farm, beach, countryside, moors
- Near, far

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.

Seasonal Changes – Winter & Spring:

- Exploring schools' grounds and observing seasonal changes in the winter/spring.
- Explore compare/contrast our environment with polar regions.
- Observe seasonal weather changes in the winter/spring (ice exploration)
- Observe, question and draw spring plants/spring growth.
- Explore natural spring resources in Tuff Tray, asking questions and making/drawing observations.
- Conduct Winter/Spring walk around School grounds.

Food:

- Exploring food from around the world using world maps and Google.
- Discover, compare and contrast food produce/grown in different climates around the world. (*Trip to Bore Place*)

The UK outdoors:

- Introduce London as the capital of England.
- Name features around the UK (farm, beach, mountains, woodland etc).

Summer Term:

Seasonal Changes – Summer:

- Exploring schools' grounds and observing seasonal changes in the summer.
- Observe seasonal weather changes in the summer
- Explore, observe and identify UK minibeasts.

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
Locating four of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in.	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in.	Name and locate the world's seven continents and five oceans
To know the name of the four continents (Europe, Asia, Africa and North America). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean)	To be able to name the seven continents of the world. To be able to name the five oceans of the world.	
Locating the four countries of the United Kingdom (UK) on a map of this area. Beginning to locate the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four countries of the UK. Showing on a map which country they live in and locating its capital city.	Locating the surrounding seas of the UK on a map of this area . Confidently locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
To know that the UK is short for 'United Kingdom'. To know that the United Kingdom is made up of four countries and to be able to name them. To know that a capital city is the city where a country's government is located. To know the name of the country they live in. To know the capital cities of the UK.	To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them.	

Progression of knowledge and skills

Place knowledge

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place.	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.	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
To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours.	To know some similarities and differences between their local area and a contrasting non European country.	

Progression of knowledge and skills

Human and physical geography

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'.	Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles.	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
To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded.	To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.	
Recognising some physical features in their locality.	Describing the key physical features in a local river area using basic geographical vocabulary. Describing the key physical features of a coast line and how it changes over time using subject specific vocabulary.	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
To know that physical features means any feature of an area that is on the Earth naturally.	To know that coastlines (and other physical features) change over time.	
Recognising some human features in their locality.	Describing and understanding the differences between a city, town and village. Describing the key human features of a coast line and how it changes over time using subject specific vocabulary.	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
To know that human features means any feature of an area that was made or built by humans.	To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time.	

Progression of skills

Geographical skills and fieldwork

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
Using a world map and globe to locate the UK. Using a map of the UK to locate the four countries. Using a world map and globe to locate four of the world's seven continents (Europe, North America, South America and Asia) Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.	Recognising why maps need a title. Using an atlas to locate the UK. Using an atlas to locate the four countries of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans.	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
Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.	Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route.	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
Recognising local landmarks on aerial photographs . Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs . Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Using simple picture maps and plans to move around the school.	Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key.	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

*Progression of skills***Geographical skills and fieldwork**

	Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
Observe	Commenting on the features they see in their school and school grounds on a walk around the respective places.	Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	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.
Measure	Asking and answering simple questions about the features of their school and school grounds.	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	
Record	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone.	
Present	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	