

Geography Progression
End of Year Expectations



EYFS	<p>Understanding The World- links to KS1 Geography</p> <ul style="list-style-type: none"> • Use of early directional language – positional language is introduced in mathematics. • Early concept of a ‘map’ – treasure maps for example. • Seasonal changes and weather • Experiences in the local environment – walks to local shops and places of interest – and bringing this into continuous provision. For example, farm in the small world area, photographs of local landmarks and places of interest in the block area. • Changes – planting flowers and vegetables, watching them over time, looking after them and discussing how they have grown and changed. • Walks around school to gain an understanding of places beyond their classroom/nursery. • Books that show different environments such as beaches, rivers, oceans, or different countries. Discussing these. • Classroom experiences to prompt discussion about other environments such as oceans (water area), beaches (sand area), vegetation (garden). • Role play – eg farms, shops etc. <p>Key vocabulary Positional Language – up, down, next to, near, behind, forwards, backwards, under, on top, in between Autumn, Winter, Spring, Summer, hot, cold, warm, windy, wet, sun, snow, ice, rain, leaf, conker, pine cone, cloud, thunder, lightning, Physical Features – forest, hill, sea, season, weather Human Features - town, village, farm, house, shop Other environments – beach, sea, ocean, farm, river, lake, rainforest, desert. Animals linked to other environments.</p>
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Year 1		Year 2		
	Breadth of Study	Skills	Breadth of Study	Skills
Locational and Place knowledge	<p>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non European country – Peru</p> <p>??Antarctica (Cross curricular link to History- Significant events- Explorers in the past)</p>	<p>Use simple compass directions (North, South, East and West) to describe the location of features on a map.</p> <p>Use maps and globes to locate the UK.</p> <p>Be able to identify the 4 countries and label the capital cities.</p> <p>Explain the purpose of a capital city and form opinions on how this affects population size.</p> <p>Locate Peru on a map.</p> <p>Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p> <p>Express own views about a place, people and environment.</p> <p>Draw and label pictures to show how places are different.</p>	<p>Name and locate the world’s 7 continents and 5 oceans, understanding the terms ‘continent’ and ‘sea’. Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from.</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country – India (Cross curricular link RE Diwali)</p>	<p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</p> <p>Locate the continents on a paper map.</p> <p>Study pictures/videos of two differing localities, one in the UK and one in a contrasting non European country,</p> <p>Locate India on a map and globe 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?</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p>

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<p>Human and Physical Geography</p>	<p>Identify the human and physical features of the two localities studied.</p> <p>Identify seasonal and daily weather patterns in the UK.</p>	<p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.</p> <p>Be able to verbalise and write about similarities and differences between the features of the two localities.</p> <p>Ask questions about the weather and seasons.</p> <p>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.</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p>	<p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p> <p>Identify the human and physical features of the two localities studied.</p>	<p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are?</p> <p>Children to identify the equator and locate the places on the Equator which are the hottest.</p> <p>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.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
<p>Fieldwork</p>	<p>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 e.g. note taking, videoing, data collection, sketches, observations.</p>	<p>Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.</p> <p>Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey.</p> <p>Study aerial photographs of the school and label it with key features e.g. school, church, park, shops.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p> <p>Make a simple map.</p> <p>Create an aerial map of the school/local area as a class by using blocks, shapes for example.</p>	<p>Fieldwork to develop knowledge and understanding of the school and local area.</p> <p>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 – fieldwork in the local area/close proximity to the school e.g. the road, park, river, shops.</p>	<p>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.</p> <p>Draw own maps of the local area; use and construct basic symbols in a key.</p> <p>Observe and record the features around the school e.g. the old railway line now a footpath, the different amounts of traffic on the main road compared to the school road.</p> <p>Children to make suggestions for the cause of the differences.</p> <p>Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</p> <p>Children make sketches/notes of their trip to school/trip to the library and then create a map to direct others which uses a key and includes the main physical and human features.</p>