



Geography Progression of Skills



End of Key Stage Expectations	<u>Reception: ELG 2021</u> <i>Children in the EYFS focus on understanding their own immediate environment before moving onto national & international geography in KS1:</i> <u>People Culture and Communities</u> <u>ELG</u> <u>Children at the expected level of development will:</u> • 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.	<u>Year 2: End of KS1</u> Children should be taught to: • name and locate the world's seven continents and five oceans • 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 Human and physical geography • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography • 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 • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • 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: key physical
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			features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans • 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; devise a simple map; and use and construct basic symbols in a key	
Skill	Nursery	Reception	Yr1	Yr2
Geographical Skills & Field work	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Continue developing positive attitudes about the differences between people.	<u>Local Area Study</u> <u>St Helen's school</u> Children will talk about the features of their home/school location and how different environments might vary from one another. Know that an atlas and a globe give information about the world. Using simple observational skills children are able to talk about the features of their home/school location and how different environments might vary from one another. Children know about similarities and differences in relation to	<u>Local Area Study:</u> <u>Immediate surrounding area of St Helen's School</u> Using atlases, worlds maps and globes Name, locate and identify characteristics of the four countries of the United Kingdom. Use basic geographical vocabulary (see list) to refer to key physical and human features Use simple fieldwork and observational skills to study the geography of St	<u>Local Area study: Brentwood</u> Using atlases, world maps and globes, Identify the countries and capital cities of the United Kingdom and their characteristics. Identify the, continents and oceans of the world. Also identify the countries / areas that we will study this year, Including landmarks- U.K. Use basic geographical vocabulary (see list) to refer to key physical and human features. Understand the difference between human and physical geography.

		places, objects, materials and living things Children will mark make journeys. Make maps of imaginary places from known stories. Make sensory map of St Helen's as a class. Children will begin to describe their relative position such as 'behind' or 'next to'	Helen's immediate surrounding are and the key human and physical features. Create a simple map for surrounding area of St. Helen's. Use simple directional and locational language (e .g. near and far, left and right) to describe the location of features and routes on a map. Look aerial photographs of school and surrounding area.	Use simple fieldwork and observational skills to study the geography of the local area and the key human and physical features of its surrounding environment. Create simple map of an area of Brentwood High Street with a key. Use simple compass directions (North, East, South, and West) and locational language to describe the location of features and routes on a map. Look at aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of Brentwood
Human and Physical Features	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Using simple observational skills children are able to talk about the features of their home/school location and how different environments might vary from one another.	Use basic geographical vocabulary (see list) to refer to key physical and human features. Use simple fieldwork and observational skills to study the geography of St Helen's immediate surrounding are and the key human and physical features. Name and locate the world's	Use basic geographical vocabulary (see list) to refer to key physical and human features. Understand the difference between human and physical geography. Look at aerial photographs and plan perspectives to recognise landmarks and

			seven continents. Use simple directional and locational language.	basic human and physical features of Brentwood Name and locate the world's seven continents and five oceans. Use simple compass directions and locational language.
Locational Knowledge	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Know that an atlas and a globe give information about the world. Children will talk about the features of their home/school location and how different environments might vary from one another. Use basic geographical vocabulary	Using atlases, world maps and globes Name, locate and identify characteristics of the four countries of the United Kingdom. Comparison between contrasting localities - Brentwood & Kenya. Study the human and physical geography of the above and make basic comparisons. Use basic geographical vocabulary (see list) to refer to key physical and human features. Create a simple map of area of the Kenya. Use simple directional and locational language (e .g. near and far, left and right) to describe the location of features.	Using atlases, world maps and globes, identify the countries and capital cities of the United Kingdom and their characteristics. Identify the continents and oceans of the world. Also identify the countries / areas that we will study this year. Comparison between contrasting localities - Brentwood & Nuuk, Greenland. Study and understand the human and physical geography of the above and make basic comparisons. Use basic geographical vocabulary (see list) to refer to key physical and human features. Create a simple map of Nuuk, Greenland; and use and construct basic symbols in a

			Look at aerial photographs of area of Kenya and surrounding area.	key. Use simple compass directions and locational language to describe the location of features Use aerial photographs and plan perspectives of Greenland to recognise landmarks and basic human and physical features.
Ongoing Weather	<u>Daily weather watch</u> Naming different weather conditions.	<u>Investigating patterns</u> Use globe, atlas, and map. Discuss seasons. Introduce daily weather task. Discuss how weather is different around the world. What is weather like where we live? 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 globe, atlas, map. Discuss weather patterns – introduce daily weather / temperature task. Discuss how weather is different around the world and why? What is weather like in UK, equator, Brentwood? What is the weather like in Kenya? 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 globe, atlas, map. Discuss weather patterns – introduce daily weather / temperature task. Discuss how weather is different around the world and why? What is weather like in UK, equator, Brentwood? What is the weather like in Greenland? 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. Link to Science – Why are these hot/ cold?