

Geography Skills Progression Key Stage 1

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>End of Key Stage Expectations</u>
<u>Location/Place Knowledge</u>	<p>Understanding the World</p> <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. 	<p>Name the world's seven continents and five oceans understanding the terms 'continent' and 'sea'</p> <p>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 geographical similarities and differences through studying the human and physical geography of a small area of the UK. Features of Sprowston</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</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 contrasting non-European country. Compare Cayman Islands with Sprowston.</p>	<p>Pupils should be taught to</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 UK and its surrounding seas. - Understand 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 non-European country. <p>Human and Physical -identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the</p>
<u>Human and Physical</u>	<p>Understanding the World</p> <ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects. 	<p>Identify seasonal and daily weather patterns in the UK. Daily calendar including weather and seasons.</p> <p>Identify human and physical features linked to local geography.</p>	<p>Identify the location of hot and cold areas in relation to the Equator and the North and South Poles.</p> <p>Identify the human and physical features of the two localities studied. Use geographical vocabulary linked to further afield.</p>	

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				<p>Equator and the North and South poles.</p> <ul style="list-style-type: none"> - 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 * key human features including city, town, village, factory, farm, house, office, port, harbour and shop.
<u>Geographical skills and fieldwork</u>	<p>Early Learning Goal <u>UTW</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from</p>	<p>Use simple fieldwork and observational skills to study the geography of their local area and the key human and physical features eg note taking, sketches, devise simple map of route to school, observations.</p> <p>World maps and globes to identify the UK, as well as countries, continents and oceans.</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</p> <p>World maps</p> <p>Use simple compass directions</p>	<ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied - Use simple compass directions (N, S, E, W) and locational and directional language (near/far, left/right) to describe the location of features and routes on a map.

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	<p>one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>		<p>Use aerial map of Sprowston Basic symbols</p> <p>Map of local area Map of the school</p>	<ul style="list-style-type: none">- 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.
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