



Geography Skills Progression

Understanding the World			
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across areas of learning. Enriching and widening children's vocabulary will support later reading comprehension.			
	3 & 4 year olds will be learning to:	Children in Reception will be learning to:	By the end of Reception – Early learning Goal.
Reception	<p>Understanding the World</p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Begin to understand the need to respect and care for the natural environment and all living things. • Use all their senses in hands-on exploration of natural materials. 	<ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	<p>People Culture and Communities 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> <p>The Natural World Know some similarities and differences between the natural world around them and contrasting</p>



				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.
Maths	<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'			
Key Stage 1 National Curriculum Objectives				



Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- 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

Place knowledge

- 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

- 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:
 - 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

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 studied at this key stage
- 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
- 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.



Reception	Year One	Year Two
Locational Knowledge		
<p>To name their town as Ripley.</p> <p>To name their country as England.</p> <p>To look at a map and name some countries in the world.</p>	<p>To begin to name and locate the world's 7 continents and 5 seas.</p> <p>To begin to name, locate and identify the characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p> <p>To understand the terms 'continent' and 'sea'.</p> <p>To understand that a world map shows all the countries in the world.</p>	<p>To know the names of and locate the world's 7 continents and 5 seas.</p> <p>To name, locate and identify the characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p> <p>To understand that a world map shows all the countries in the world and what it can be used for.</p>
Place Knowledge		
<p>To know that there are many countries around the world. ,</p> <p>Talk about some differences and similarities between the UK and other countries.</p>	<p>To learn about their local town using maps, photos and visits, observing and talking about its features.</p> <p>To compare UK to another country.</p>	<p>To understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and a non-European country.</p>
Human and Physical Geography		



	<p>To know about and recognise the signs of seasons and talk about the daily weather.</p>	<p>To identify seasonal and daily weather patterns in the UK.</p> <p>To begin to identify the human and physical features of the school environment and local area of Ripley.</p> <p>To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, 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, pier, bridge and shop.</p>	<p>To identify and compare seasonal and daily weather patterns in the UK and other places in the world and in hot and cold areas of the world.</p> <p>To identify the human and physical features of the school environment and local area of Ripley.</p> <p>To expand their use of basic geographical vocabulary to refer to key physical features and use these when comparing locations including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather.</p> <p>To expand their use of basic geographical vocabulary to refer to key human features and use these when comparing locations, including: city, town, village, factory, farm, house, office, port, harbour, pier, bridge and shops.</p>
	<p>Geographical Skills and Fieldwork</p>		



<p>To know that simple symbols are used to identify features on a map</p> <p>Draw information from a simple map</p> <p>To look at maps, atlases and globes</p> <p>Make simple maps</p>	<p>To use maps, atlases & globes to locate continents and oceans of the World.</p> <p>To 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>To look at aerial photographs and plan perspectives to begin to recognise landmarks, human features.</p> <p>To devise a simple map.</p> <p>To begin to use simple compass directions and locational and directional language, to describe the location of features and routes on a map.</p> <p>To begin to use key vocabulary to demonstrate knowledge and understanding: compass, 4 point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<p>To use maps, atlases & globes to locate continents and oceans of the World.</p> <p>To use fieldwork to develop knowledge and understanding of the school and the local area</p> <p>To use aerial photographs and plan perspectives to recognise landmarks, human features.</p> <p>To devise a simple map with symbols and a key.</p> <p>To gain confidence using simple compass directions and locational and directional language, to describe the location of features and routes on a map.</p> <p>To understand and use key vocabulary to demonstrate knowledge and understanding: compass, 4 point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>
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Vocabulary Progression (red are new words introduced)

Directions, environment, feature, map, Ripley, journey, country, globe, landmark, UK, planet, Earth, weather, seasons.

Directions, environment, feature, map, Ripley, journey, country, globe, landmark, UK, planet, Earth, weather, seasons

House, human feature, shop, town, plan, bird's eye, location, navigate, **route, hospital, library, Church, key, symbol**, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather, city, town, village, factory, farm, house, office, port, harbour, pier, bridge and shop.

Directions, environment, feature, map, Ripley, journey, country, globe, landmark, UK, planet, Earth, weather, seasons

House, human feature, shop, town, plan, bird's eye, location, navigate, **route, hospital, library, Church, key, symbol**, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather, city, town, village, factory, farm, house, office, port, harbour, pier, bridge and shop.

Compass, continent, North, South, East, West, equator, ocean, sea, **physical feature, river, atlas, capital.**