







Whole School Progression of knowledge and skills

Geography - Exploring the features of the world and the relationships between people and their environments.

Knowledge and skills

	Location 	Place 	Human and Physical Geography 	Geographical skills and investigation. 
Nursery	Describe and explore the nursery surroundings.	<p>Talk about what they can see, using a wide vocabulary.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>Talk about what they can see, using a wide vocabulary</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Use their senses in hands-on exploration of natural materials.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Understand why questions.</p>
		<p>see change family</p>	<p>see hear taste feel smell care gentle</p>	<p>why build</p>
Reception	<p>Locate and describe the school and the school grounds.</p> <p>Explain some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them</p> <p>ELG – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>To ask questions about the natural environment</p> <p>To respect and care for the natural environment.</p> <p>Use senses and hands on exploration of</p>	<p>Talk about members are their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Explore the natural world around them.</p> <p>ELG – Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>To respect and care for the natural environment.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they can see, hear and feel whilst outside.</p> <p>Recognise some environments are different to the one in which they live.</p> <p>ELG – Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>ELG – Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>ELG – Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Draw information from a simple map.</p> <p>Use and make a picture map of the classroom.</p> <p>Explore the natural world around them</p> <p>ELG – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>To know about the features of the world and Earth</p>

	natural materials.	Use senses and hands on exploration of natural materials.	<p>To ask questions about the natural environment</p> <p>To know about and recognise the signs of Autumn, Spring, Summer and Winter.</p> <p>To know about the features of the world and Earth</p> <p>To respect and care for the natural environment. Use senses and hands on exploration of natural materials.</p>	
vocabulary	<p>transport</p> <p>lorry</p> <p>bus</p> <p>car</p> <p>trains</p> <p>bridge</p> <p>map</p> <p>same</p> <p>different</p> <p>positional language</p>	<p>family</p> <p>family names</p> <p>shop</p> <p>teacher</p> <p>country</p>	<p>summer</p> <p>winter</p> <p>autumn</p> <p>spring</p> <p>seasons</p> <p>clothing</p> <p>farm</p> <p>house</p> <p>seaside</p> <p>leaves</p> <p>changes</p> <p>cold</p> <p>hot</p> <p>animals</p> <p>outside</p> <p>inside</p> <p>see</p> <p>hear</p> <p>feel</p>	<p>animal</p> <p>playground</p> <p>trees</p> <p>water</p> <p>map</p> <p>roads</p> <p>buildings</p>
Year 1	<p>Identify the 4 countries of the UK and the surrounding seas using world maps and atlases.</p> <p>Name and locate the 4 capital cities of the UK using atlases and maps.</p> <p>Identify characteristics of the 4 countries and capital cities of the UK.</p> <p>Identify similarities and differences between small areas in the UK.</p> <p>Identify land and sea on an atlas and map.</p> <p>Understand how some places are linked to other places e.g. roads, trains.</p>	<p>Talk about and find their way around school showing an awareness of where things belong and the people within the school.</p> <p>Name, describe and compare familiar places. Link their homes with other places in their local community. Suggest ideas for improving the school environment.</p>	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Ask questions about the weather and seasons.</p> <p>Observe and record weather patterns in the UK 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>Describe seasonal weather changes. Show their knowledge, skills and understanding in studies at a local scale.</p> <p>Follow simple directions and draw simple picture maps.</p>	<p>Use a simple picture map to move around the school.</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>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>Suggest own symbols for real or imaginary images.</p> <p>Use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.</p> <p>Compare and contrast e.g. a farm with the seaside.</p>	<p>Use aerial photographs to recognise geographical features.</p> <p>Develop maps of the local environment.</p> <p>Draw journeys the children go on. Journey to school. Journey to Grandmas etc...</p> <p>Draw around objects to make a plan.</p> <p>Make simple maps and plans e.g. pictorial place in a story.</p> <p>Add labels onto a sketch map, map or photograph of features.</p> <p>Use photographs and maps to identify features.</p> <p>Create an aerial map of the school/local area as a class by using different sized blocks.</p> <p>Fieldwork in the local area/close proximity to the school e.g. the road, park, river, shops.</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas.</p> <p>Use simple locational and directional language e.g: near and far and use simple compass directions (North, South, East and West) to describe the location, features and routes of a map.</p>
Vocabulary	<p>Country</p> <p>United Kingdom</p> <p>Scotland</p> <p>Northern Ireland</p> <p>England</p> <p>Wales</p> <p>Capital City</p> <p>Sea</p> <p>Island</p> <p>North Sea</p> <p>Irish Sea</p> <p>English Channel</p> <p>Belfast</p> <p>London</p> <p>Edinburgh</p> <p>Cardiff</p> <p>atlas</p> <p>map</p>	<p>belonging</p> <p>improve</p> <p>care</p> <p>changes</p>	<p>weather</p> <p>pattern</p> <p>wind</p> <p>snow</p> <p>rain</p> <p>hail</p> <p>fog</p> <p>wet</p> <p>dry</p> <p>hot</p> <p>cold</p> <p>summer</p> <p>winter</p> <p>autumn</p> <p>spring</p> <p>seasons</p>	<p>near</p> <p>far</p> <p>town</p> <p>building</p> <p>aerial</p> <p>coastal</p> <p>rural</p> <p>city</p> <p>town</p> <p>village</p> <p>factory</p> <p>office</p> <p>shop</p> <p>harbour</p> <p>North</p> <p>South</p> <p>East</p> <p>West</p>
Year 2	<p>Identify the World's 7 continents and 5 oceans using world maps, atlases and globes.</p> <p>Know the surrounding seas of the United Kingdom</p>	<p>Compare England with a contrasting Country in the world.</p> <p>Compare a local City/town in England with a contrasting city in a different country.</p>	<p>Name key human and physical features.</p> <p>Say where in the world the weather is cold discussing in relation to the equator. And North/South poles.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p> <p>Follow a route on a map.</p> <p>Follow directions Use maps, atlases, globes and digital/computer mapping</p>

	<p>Locate and name the continents on a paper Map.</p> <p>Locate and label the five oceans.</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>Use NF books, stories, maps, pictures/photos and internet as sources of information.</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 United Kingdom, and of a small area in a contrasting non-European country.</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>Verbalise and write about similarities and differences between the features of the two localities.</p>	<p>(Google Earth) to locate countries and describe features studied.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the four points of a compass to build their knowledge of the United Kingdom and where Stoke-on-Trent is in relation to the rest of the British Isles.</p> <p>Use simple compass directions (North, South, East and West) and locational to describe the location of features and routes on a map.</p> <p>Locate and name on a world map and globe the seven continents and five oceans.</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use and construct basic symbols in a key. Draw maps using class agreed symbols and keys.</p>
	<p>Ocean globe continent World map Africa Antarctica Asia Australia Europe North America South America Pacific Atlantic Indian Artic Southern</p>	<p>contrast similarities differences compare</p>	<p>equator North Pole South Pole human features – city, town, port, factory, village physical features - cliff, coast, mountain, ocean, soil, valley</p>	<p>North South East West symbols key map compass locate</p>