



Excellence - Inspiring successful, creative learners

Geography Progression of Skills

Subject: Geography		Leader: Jessica Berry		
Area/Aspect/Element	Foundation Stage		Key Stage 1	
	Nursery	Reception	Year 1	Year 2
Locational knowledge	<ul style="list-style-type: none"> Name and locate areas around Nursery e.g. Silver Class. 	<ul style="list-style-type: none"> Name and locate areas around our school and the grounds. (Ongoing) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> Name and locate key features in our local area. Name, locate and identify the 4 countries of the United Kingdom. 	<ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
Place knowledge	<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. Recognise features of Nursery and grounds. Familiar places e.g. park, shop 	<ul style="list-style-type: none"> 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> Understand directions and where things are using simple prepositional language 	<ul style="list-style-type: none"> List and 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	<ul style="list-style-type: none"> Begin to understand the need to respect and care 	<ul style="list-style-type: none"> Understand that some places are special to members of their 	<ul style="list-style-type: none"> Use the correct terms for simple, geographical features in the local 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in hot and cold

	<p>for the natural environment and all living things.</p> <ul style="list-style-type: none"> • Observe the weather. • Begin to show an interest in different jobs people do 	<p>community.</p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. • Different jobs people do and where they work e.g. hospital, school. • 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 • Recognise some environments that are different to the one in which they • Talks about the features of their own immediate environment and how environments might vary from one another live. 	<p>environment.</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom. • Begin to use basic geographical vocabulary to refer to key physical features. • Name, describe and group features of the home or school environment from first hand observations, responding to simple questions. • Name, describe and compare human and physical features of their own locality and another names place, asking and responding to • Use the correct terms for simple, geographical features in the local environment • Describe and compare human and physical features seen in the local environment and others places in the world 	<p>areas of the world in relation to the Equator and the North and South Poles Apply basic geographical vocabulary to refer to key physical features.</p> <ul style="list-style-type: none"> • Apply basic geographical vocabulary to refer to key human features. • Name, describe and group features of the home or school environment from first hand observations, responding to simple questions. • Name, describe and compare human and physical features of their own locality and another names place, asking and responding to • Use the correct terms for simple, geographical features in the local environment • Describe and compare human and physical features seen in the local environment and others places in the world
Mapping	<p>From Numerical Patterns: Nursery</p> <ul style="list-style-type: none"> • Describe a familiar route. 	<ul style="list-style-type: none"> • Draw information from a simple map. • 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. • May enjoy making simple maps of familiar and imaginative environments, with landmarks. 	<ul style="list-style-type: none"> • Begin to find and name some continents on a world map. • Find and name some continents on a world map. 	<ul style="list-style-type: none"> • Name and locate the world's continents and oceans on a world map or globe.
Fieldwork	<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Explore and talk about different forces they can feel. • Talk about the differences between materials and 	<ul style="list-style-type: none"> • Makes observations of animals and plants and explains why some things occur, and talks about changes • Describe their immediate environment using knowledge from observation, discussion, 	<ul style="list-style-type: none"> • Using simple picture maps and plans to move around the school. • Asking and answering simple questions about the features of their school and school grounds. 	<ul style="list-style-type: none"> • Follow a prepared route on a map. • Identify human and physical features in the local area.

	<p>changes they notice.</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>stories, non-fiction texts and maps.</p>		
Direction	<p>From Range 5 Mathematics: Spatial Awareness</p> <ul style="list-style-type: none"> • Responds to and uses language of position and direction 	<p>From Range 6 Mathematics: Spatial Awareness</p> <ul style="list-style-type: none"> • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints 	<ul style="list-style-type: none"> • Identify the four compass directions. • Use the compass directions to describe the location of features. 	<ul style="list-style-type: none"> • Describe the location of the seas and oceans surrounding the UK using compass points.
Positioning	<p>From Range 5 Mathematics: Spatial Awareness</p> <ul style="list-style-type: none"> • Responds to and uses language of position and direction <p>From Numerical Patterns: Nursery</p> <ul style="list-style-type: none"> • Discuss routes and locations, using words like 'in front of' and 'behind'. 	<p>From Range 6 Mathematics: Spatial Awareness</p> <ul style="list-style-type: none"> • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints 	<ul style="list-style-type: none"> • Name and locate the four countries on a map of the UK. • Identify the country they live in. • Begin to locate the four capital cities of the UK. • Use an atlas to locate the UK and China on a world map. • Use an atlas to locate Europe and Asia on a world map. 	<ul style="list-style-type: none"> • Name and locate the seven continents on a world map. • Locate the North and the South Poles on a world map. • Locate the Equator on a world map. • Describe the location of the seas and oceans surrounding the UK using compass points. • Locate the coast and London in the UK. • Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK.
Data	<p>From Number: Nursery</p> <ul style="list-style-type: none"> • Experiment with their own symbols and marks.. 	<p>From Range 6 Mathematics: Comparison</p> <ul style="list-style-type: none"> • Uses number names and symbols when comparing numbers, showing interest in large numbers. 	<ul style="list-style-type: none"> • Collect data to find the opinions of others regarding the playground. • Use this data to design a new playground. 	<ul style="list-style-type: none"> • Record data using a tally chart. • Represent data in a pictogram.
Perspectives	<p>From Range 5 Mathematics: Spatial</p>	<p>From Range 6 Mathematics: Spatial Awareness</p>	<ul style="list-style-type: none"> • Recognise simple human and physical features on an aerial 	<ul style="list-style-type: none"> • Identify and describe geographical human and physical features

	Awareness <ul style="list-style-type: none">• Responds to and uses language of position and direction	<ul style="list-style-type: none">• Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints	photograph or simple map, showing an awareness that objects look different from above	using an aerial photograph.
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