



Progression in Geography

Area/Skill	EYFS – Geography: Knowledge and Understanding of the World ELG
	<p>At 3-4 years (before they join us at Walsh) our children usually</p> <ul style="list-style-type: none"> • know how to talk about what they see and they use their widening vocabulary. • know about the differences they notice between people and talk about these. • Know how to recognise similarities between different communities/families. • know that there are different countries around the world and that we live in England. <p>In Our Early Years our children</p> <ul style="list-style-type: none"> • know how to talk about their immediate environment. • know how to explore the world around them and enjoy doing this. • sing songs and recites poems about the natural world. • know the name of the road the school is on and which town the school is in. • can recognise buildings, open spaces and roads from an aerial view of around the school. • know how to draw simple maps of their immediate environment. • can draw maps of imaginary story settings. • recognise some environments are different from the one in which they live. • know how to talk about the similarities and differences between life in this country and life in other countries. • can explain how children’s lives are the same/different in other countries. <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and maps. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction-texts and maps. • Talk about the lives of the people around them and their roles in society.
Key Vocabulary	house, flat, maisonette, bungalow, hot, cold, wet, dry, same, different, environment, map, live, path, road, street, high street, shop, pavement, Ash, Ash Street, Church, St Peter’s, country, similar, different.

Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Mapping Visual representations of immediate environment</p>	<p>Mapping Learning and using positional language Using Technology</p>	<p>Comparing Environments</p>	<p>Comparing Environments</p>	<p>Field Study Own environment</p>	<p>Creating Maps</p>

Key Stage One		
Locational and place knowledge	Human and Physical Geography	Geographical skills and fieldwork
<p>Children</p> <ul style="list-style-type: none"> ● Know how to name and locate the world's 7 continents and 5 oceans ● Can locate and identify characteristics of the 4 countries and capital cities of the united Kingdom and its surrounding seas ● Can 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>Children</p> <ul style="list-style-type: none"> ● Know how to 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 North and South Poles ● Can use basic geographical vocabulary to refer to key physical and human features 	<p>Children</p> <ul style="list-style-type: none"> ● Know how to 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 ● Can 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 ● Can 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 ● Can 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>NB - Our knowledge is identified for each area above on our Knowledge Organisers</p>	<p>Year 1</p> <p>We study</p> <ul style="list-style-type: none"> ● Around our School & Understanding Maps ● Our Local Area ● The Wider World – hot and cold places 	<p>Year 2</p> <p>We study</p> <ul style="list-style-type: none"> ● Kenya ● Coastlines ● A Seaside Town Study
	<p>Locational and place knowledge</p> <ul style="list-style-type: none"> ● I know how to use a map or a globe to identify places in the world. ● I know that a map and a globe show the same thing. ● I know that google maps can be used to show a different perspective of the world. ● I know that Google maps can be used to locate a place as well as zooming in to more specific areas or landmarks 	<ul style="list-style-type: none"> ● I know how to use maps, atlases and globes to identify the continents and oceans and understand where they are in the world ● I can begin to label a blank map of the world with the continents and oceans using an atlas ● I know how to use an atlas to locate Kenya and compare its size to that of the UK. ● I know how to use an atlas in order to compare what seas are around both countries and what countries neighbour the two.

	<ul style="list-style-type: none"> • I know how to locate the United Kingdom on a map and more specifically my school 	<ul style="list-style-type: none"> • I know how to locate Ash and a small village in Kenya on a blank map using an atlas. • I know the 4 countries of the UK and can label their capital cities. • I know and use directional language in these terms by using the vocabulary North, South, East and West to describe the position of certain landmarks or capital cities in the UK. • I can plan a trip around St Ives for a tourist. • I can work as a team to find the best route around the town and create a map to show it.
Human and physical geography	<ul style="list-style-type: none"> • I know how to use equipment like rain collectors to measure how much rain falls in the UK over time thus being taught how to read the frequency recording. • I know how to compare countries by using the internet through pictures, videos or written information to find out how much rainfall or sunshine a country has had. • I can make simple observations about what I have found out and start to compare and contrast to make simple conclusions. • I can do observational drawings in order to keep track of my studies in seasons and weather patterns. 	<ul style="list-style-type: none"> • I know how to express my own views about a place, people and the environment and give detailed reasoning to support my own likes/dislikes/preferences. • I know how to use information I have collected to make more complex observations and comparisons • I know and use key vocabulary to explain an answer in a more in depth way. • I know the importance of using the key vocabulary to compare the human features such as the houses, shops, post offices, ports, harbours and that of physical features such as the weather, the beaches, the mountains and coastline
Geographical skills and fieldwork	<ul style="list-style-type: none"> • I know what a map is, why a map is useful and how it can help us. • I know that Google earth can be used to locate places in the world. • I know, through being shown on Google earth, where the UK is and have zoomed into find our school. I am beginning to gain perspective of where we are in comparison to the rest of the world. • I know and have begun to use directional terms 'near' and 'far' to describe locations or landmarks that are both near to the school e.g. Ash library, St Peter's church, Ash train station, Basingstoke Canal and further away e.g. the seaside or a holiday location abroad 	<ul style="list-style-type: none"> • I know how to use google maps and google earth to find out more about locations in the UK and view real pictures and videos of these areas. • I know and use directional language learnt in the Autumn term to compare where places such as St Ives and the Isle of Coll are in comparison to our home town of Ash. • I know how to use information I have collected to make more complex observations and comparisons • I know what an 'aerial map' is. • I know how to create my own map of the Isle of Coll using a teacher drawn base map and label it with both human and physical features I have seen through exploration of videos, images and written information.

	<ul style="list-style-type: none"> • I know the term 'birds eye view'. I can draw my own house from two different perspectives, a normal view from the front and a bird's eye view from above. • I can use an atlas to locate the UK and other places in the world when discussing weather patterns and temperature 	<ul style="list-style-type: none"> • I know what a 'key' is and can create and use a key for my map to show certain landmarks and features
Vocabulary	Near, far, next to, in front of, behind, birds eye view, atlas, United Kingdom, UK, map, globe, world, landmark, sun, wind, storm, rain, rainbow, sunshine, seasons, spring, summer, autumn , winter, change,	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town village, factory, farm, house, office, post office, port, harbour, shop, aerial map, physical features, map, key
Gateway Milestones To access the next stage in their learning children should achieve these gateway milestones	<ul style="list-style-type: none"> • Children know what a map is, why a map is useful and how it can help us. • Children know how to use a map or a globe to identify places in the world. • Children can use simple equipment and make simple observations and start to compare and contrast information to make a simple conclusions. • Children know and have begun to use directional terms 'near' and 'far' to describe locations. • Can use basic geographical vocabulary, identified above, to refer to key physical and human features. 	<ul style="list-style-type: none"> • Children know how to use maps, atlases and globes to identify the continents and oceans and understand where they are in the world. • Children know what a 'key' is and can create and use a key for a map to show certain landmarks and features • Children know how to express their own views about a place, people and the environment and give detailed reasoning to support their own likes/dislikes/preferences. • Children can 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. • Can use basic geographical vocabulary, identified above, to refer to key physical and human features.