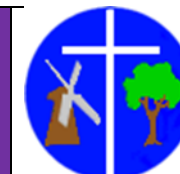


# Geographical Knowledge and Skills Progression – EYFS & Key Stage 1



Knowledge and Skills	EYFS	Year 1	Year 2	End of KS Expectations
Locational Knowledge	* talk about similarities and differences in relation to places, objects, materials and living things (The World – ELG)	* name and locate the four countries making up the United Kingdom (UK) with their capital cities * name the surrounding seas of the United Kingdom * talk about the main features of each of the four countries of the UK	* locate and name the continents on a world map * locate and label the five oceans * name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas/ocean	Name and locate the worlds seven continents Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas
Place Knowledge	* talk about features of my own immediate environment and how environments might vary from one another (The World – ELG)	* recognise similarities and differences of geographical features in my own immediate environment * talk about the people and places of my own immediate environment * compare Chesham with a contrasting place in the UK * identify the key feature of a location in order to say whether it is a city, town, village, coastal, urban or rural	* compare a local city/town in England with a contrasting city in a different country * identify the key features of a location in order to say whether it is a city, town, village, coastal, urban or rural	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country

Human and Physical Geography	<ul style="list-style-type: none"> <li>* observe the environment and explain why some things occur and talk about changes (The World – ELG)</li> </ul>	<ul style="list-style-type: none"> <li>* compare and contrast the human and physical features of two British localities – including land use difference</li> <li>* compare a farm with the seaside</li> <li>* talk about the weather in the UK – daily and seasonal changes</li> <li>* identify land use around the school</li> <li>* use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town village, factory, farm, house, office, shop – referring to the physical/human features in the places studied</li> </ul>	<ul style="list-style-type: none"> <li>* answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</li> <li>* discuss hot and cold parts of the world – including the equator and north/south poles</li> <li>* compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences</li> <li>* use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, sea, river, soil, valley, vegetation, season, weather, city, town village, factory, farm, house, office, shop, port, harbour – referring to the physical/human features in the places studied</li> </ul>	<p>Identify daily and seasonal weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator, north and south poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features – beach, cliff, coast, forest, hill, mountain, valley, sea, ocean, soil, vegetation, season and weather</p> <p>Key human features – city, town, village, factory, farm, house, office, shop, port, harbour</p>
Geographical skills and fieldwork	<ul style="list-style-type: none"> <li>* use everyday language to talk about positions and distance to solve problems</li> <li>* describe my relative position such as behind or next to (SSM40-60)</li> </ul>	<ul style="list-style-type: none"> <li>* use maps, atlases, globes and digital/computer mapping (Google earth) to locate countries and cities</li> <li>* use an aerial image to recognise landmarks and basic physical features</li> <li>* use simple fieldwork to observe, measure and record the human and physical features in the local area</li> <li>* create a simple map of my local area</li> <li>* use a simple key to recognise physical and human features on a map</li> </ul>	<ul style="list-style-type: none"> <li>* use maps, atlases, globes and digital/computer mapping (Google earth) to locate countries and cities</li> <li>* learn and use four points of the compass to describe and locate features on a map</li> <li>* use locational and directional language – near, far, left, right to describe features on a map</li> <li>* use an aerial images and plan perspectives to recognise landmarks and basic physical features</li> <li>* devise a simple map, construct and use basic symbols in a key</li> <li>* use simple grid references (A1, B3 etc)</li> <li>* use fieldwork to observe, measure and record the human and physical features in the local area</li> </ul>	<p>Use world maps, atlases, globes to identify the UK and its countries, as well as countries, continents and oceans studied in this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>