

Ryhope Infant School Academy

Progression of Geography Skills

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| **Area of Study** | **Nursery/Reception**  **(Range 6 – ELG)** | **Year 1** | **Year 2** |
| **Location Knowledge** | Name the school and area that they live in.  ***Describe their immediate environment, using knowledge from observation, books and simple maps.***    Talk about different types of travel (e.g. transport and journeys). | Name and locate the 4 countries of the United Kingdom.  Name capital cities within the UK.  Begin to understand their own locality in relation to the wider world.  Name and locate 3 of the world’s seven continents (e.g. Asia, Africa, and Antarctica). | Name and locate the 4 countries of the United Kingdom and identify the characteristics of each country.  Name and locate capital cities within the UK.  Understand and discuss their own locality in relation to the wider world.  Name, locate and identify characteristics of the seas surrounding the UK.  Name and locate all of the world’s 7 continents and 5 oceans. |
| **Place**  **Knowledge** | Talk about features of their own immediate environment and how environments may vary from one another.  ***Explain some similarities between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps.*** | Understand geographical similarities and differences in relation to places, through studying the human and physical geography of a small area of the UK.  Name, describe and compare some familiar places.  Suggest improvements to a particular place (e.g. school yard). | Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (e.g. England – Africa).  Be aware of some current changes that are happening (e.g. at school, in the local environment or within the UK).  Suggest improvements to a particular place and give justified reasons for this (e.g. school yard). |
| **Human and Physical Geography** | Observe daily and seasonal changes in weather.  ***Understand some important processes and changes over time in the natural world around them.***  Use vocabulary such as house, home, school, garden, field etc. | Observe and describe daily and seasonal weather changes and identify patterns.  Use basic geographical vocabulary to refer to key features of places.  Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles. | Identify seasonal and daily weather patterns in the UK and compare to a non-European country.  Consistent use of basic geographical vocabulary to refer to key features of places.  **Physical:** Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.  **Human:** City, town, village, factory, farm, house, office, port, harbour, shop  Identify and discuss characteristics of locations in hot and cold areas of the world (e.g. North and South poles). |
| **Geographical Skills and Fieldwork** | Ask simple geographical questions.  Make simple maps.  Draw simple sketches to communicate ideas.  Use the globe to identify the UK.  Use directional language such as forwards, backwards, left and right to give instructions to a technological toy. | Ask simple geographical questions and discuss responses.  Make simple maps and plan routes.  Use world maps, atlases and globes to identify the UK and its 4 countries (e.g. places significant to the children).  Use directional language forwards, backwards, left and right to describe the location of features and simple routes on a map.  Use simple observational skills (e.g. to study the geography of the school and its grounds). | Ask more complex geographical questions and discuss responses.  Devise simple maps and use and construct basic symbols on a key.  Use world maps, atlases and globes to identify the UK and its 4 countries as well as the countries, continents and oceans in the wider world.  Use simple compass directions (North, East, South and West) and locational language.  Use directional language near, far, left and right to describe location of features and routes on a map.  Use simple fieldwork and observational skills. |