

## Progression of Skills in Geography: EYFS & KS1

### EYFS: Understanding of the World:

Birth to Three-Year-Olds	Three and Four-Year-Olds	Children In Reception	ELG
<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people. Explore natural materials, indoors and outside</li> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> </ul>	<ul style="list-style-type: none"> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things. Use all their senses in hands-on exploration of natural materials.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different from the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> </ul>

			<ul style="list-style-type: none"><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li></ul>
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## EYFS: Understanding of the World:

Autumn Term		Spring Term		Summer Term (ELG)	
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-To talk about things they notice in the environment.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Looking at their new classroom and outdoor environment.</li> <li>- Finding their way around the new school by knowing where different places are and how to get there e.g. their classroom, the lunchtime toilets, the hall etc.</li> <li>- Looking at different places that bears could live e.g. arctic, forest.</li> <li>- Bear Cams from zoos.</li> <li>- Introduction to Window Swap.</li> <li>- Bear hunt around school</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-To notice similarities and difference between people/culture/events.</li> <li>-To be introduced to 'geography' and what it means to be a 'geographer'.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Talking about the different aspects of geography in Ranger Time.</li> <li>- Looking at their own address and where they live.</li> <li>- Looking at Bishopstoke and surrounding areas (including road names and house numbers)</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-To make observations about the world around them.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Looking for signs of spring and changes that are happening in the environment.</li> <li>- Looking at where the plants are around the school and mapping them</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-To make and discuss similarities and differences about the world around them.</li> <li>-To start noticing signs of signs of physical and human geography.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Learning about animals around the world. Asking "What are their habitats like?" and "Why do they live in that country?" - specifically tigers, Australian animals and minibeasts.</li> <li>- Comparing and contrasting aspects of Australia to England. Discussing the similarities and differences.</li> <li>- Using 'Window Swap' for exposure to contrasting environments.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To make and discuss similarities and differences about the world around them.</li> <li>- Compare these similarities and differences to other environments</li> <li>- Introduction to mapping skills</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Revisit signs of spring and notice how the weather has continued to changes.</li> <li>- Revisit the plants previously looked at, notice how they have progressed and discuss how and why this may have happened.</li> <li>- Drawing own maps of the character's journeys from traditional tales e.g. Little Red Hen and Gingerbread Man.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- To 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.</li> <li>- To 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.</li> <li>- To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Noticing signs of summer. Talking about temperature and other aspects of weather.</li> <li>- Revisiting mapping skills - drawing pirate</li> </ul>

					<p>maps and maps for the Snail and the Whale.</p> <ul style="list-style-type: none"><li>- Using a globe to find countries previously looked at.</li><li>- Using <i>Google</i> maps to plan journeys around the world just like the Snail and the Whale.</li></ul>
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## End of KS1 National Curriculum

### **Geography**

- Name and locate the world's seven continents and five seas
- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding sea
- Human and physical features, UK V Non-European
- Location of hot and cold areas of the world in relation to the Equator and the poles
- Use atlases, globes, maps, compass directions, routes, aerial photographs to devise own maps

## Age Related Expectations

<b>Geographical Strand</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Geographical Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>• Can ask simple geographical questions e.g. What is it like to live in this place?</li> <li>• Use simple observational skills to study the geography of the school and its grounds.</li> <li>• Use simple maps of the local area e.g. large scale, pictorial etc.</li> <li>• Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.</li> <li>• Make simple maps and plans e.g. pictorial place in a story.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Understand how some places are linked to other places e.g. roads, trains.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</li> <li>• Name, locate and identify characteristics of the seas surrounding the United Kingdom.</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• Describe seasonal weather changes.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 the North and South Poles.</li> <li>• Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> </ul>

		<ul style="list-style-type: none"><li>• Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li></ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"><li>• Name, describe and compare familiar places.</li><li>• Link their homes with other places in their local community.</li><li>• Suggest ideas for improving the school environment.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>

## Year 1

	<b>Autumn Term - Our School</b>	<b>Spring Term - Hot and Cold - Non-European Study</b>	<b>Summer Term - Our Local Area</b>
<b>Geographical Skills and Fieldwork</b>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Walking around the environment and discussing their thoughts and opinions using reasoning.</li> <li>- Looking at various style maps and describing features they notice. Asking "How do we use a key?"</li> <li>- Making own maps of their school. (2D and 3D)</li> <li>- Introduction to compass points when looking at map.</li> </ul>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Look at images and videos to find out what Antarctica is like and use specific vocabulary to describe it.</li> <li>- Share their thoughts about everywhere in the world being hot.</li> <li>- Predict where in the school they think is hot before carrying out simple observational fieldwork to find out.</li> <li>- Create their own symbols and key to identify the hot and cold areas of the school.</li> <li>- Link hot and cold areas of the world to prior knowledge of animals and habitats using world map.</li> </ul>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Use A3 version of can you make the U.K</li> <li>- Revisit compass points - NSEW and establish that Bishopstoke is in the South of England. Locate Isle of Wight and then Bishopstoke.</li> <li>- Look at the school plan from term 2 and discuss what lies beyond the school.</li> <li>- Draw in houses, roads, junior school, flats, park etc. Repeat for other sides of the school. In pairs ch to have their own copy of the school plan to then draw around and label where they think the main rd, woods, houses, junior school etc are.</li> <li>- Looking at areal map of Bishopstoke.</li> <li>- Take children out of the Bodmin Rd gates and locate the woods and then walk along Bodmin Rd, turn left, past the junior school, onto the main road, locate the local shop and back along the main rd and into Abbotsbury rd. Extend to Bishy Beach/river if possible and past local parks.</li> <li>- Map skills- devise a map of the area and use basic symbols in a key.</li> </ul>
<b>Locational Knowledge</b>		<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Looking at a map to try and name the world's continents and oceans.</li> <li>- Begin to understand where the hot and cold areas of the world are.</li> </ul>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Label the 4 countries and locate Bishopstoke/Eastleigh on a map. - Extend to capital cities and flags.</li> </ul>
<b>Human and Physical Geography</b>	<p><b>How?</b></p>	<p><b>How?</b></p>	<p><b>How?</b></p>

	<ul style="list-style-type: none"> <li>- Practice describing local area and school environment.</li> </ul>	<ul style="list-style-type: none"> <li>-To describe and plot a route from the UK to Antarctica using key vocabulary</li> <li>- Create their own symbols and key to identify the hot and cold areas of the school and using feature to reason why they think this is.</li> <li>- Link hot and cold areas of the world to prior knowledge of animals and habitats.</li> </ul>	<ul style="list-style-type: none"> <li>- Looking at maps and photos to see human and physical features in the school ground.</li> <li>- Go into school grounds to look at the human and physical features of the school.</li> <li>- Draw in houses, roads, junior school, flats, park etc. Repeat for other sides of the school. In pairs ch to have their own copy of the school plan to then draw around and label where they think the main rd, woods, houses, junior school etc are.</li> <li>- Locate the school and features of the local area on a map. Discuss the route we will be taking on the walk and discuss using geographical vocab; river, village, houses, woods, shops, roads etc.</li> <li>- Create a chart/list together by placing photographs in each column - human and physical.</li> <li>- When walking encourage the use of geographical language and to observe and discuss the land use and human and physical features.</li> </ul>
<p><b>Place Knowledge</b></p>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Finding our school on a map of the local area.</li> <li>- Identifying and naming aspects of environment.</li> </ul>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Begin to understand where the hot and cold areas of the world are.</li> <li>- Looking at Antarctica -look at the vegetation and what people do and wear. Discussion about what it is like.</li> </ul>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Ask for children's suggestions in relation to the way they walk to school e.g. who comes in the Bodmin Rd gate?</li> </ul>

**Year 2**

	<b>Autumn Term - The UK Countries and Rivers</b>	<b>Spring Term - Hike (also English text driver) - non-European study.</b>	<b>Summer Term - What a Wonderful World!</b>
<b>Geographical Skills and Fieldwork</b>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Children follow clues on a map - mark on map where they found the clues.</li> <li>- Planning and carrying out a River walk.</li> </ul>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Use maps, aerial photos, google maps to identify these features in the local area (Bishopstoke, but extending to Winchester St Catherine's Hill).</li> <li>- Plan a possible route for a hike on a map.</li> <li>- Carry out hike through Bishopstoke- forest school - Stoke Park Woods.</li> </ul>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Show photos of Bishopstoke and discuss where they think these are photos of?</li> <li>- Collect quote of opinions - are there enough green spaces in Bishopstoke?</li> <li>- Walk to one of green spaces (Harvey Road park - out Junior site - experience and talk about what they like about this area.</li> <li>- Spot green spaces on google maps/street view and talk about how they are used by people.</li> <li>- What green spaces can be seen from above? Match photos to maps, A3 paper copy of aerial view map of B'stoke.</li> <li>- How has our area changed since the 1950? (Digi maps) Compare historical map and present-day map.</li> <li>- Spot the difference between historical &amp; present day map, and notice the diminishing green spaces.</li> <li>- Revisit display of photos of green spaces and write answer to big question.</li> <li>- Make a field sketch of what they think the area would be like in 50 years' time; add sketches onto a black and white map of Bishopstoke.</li> </ul>
<b>Locational Knowledge</b>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Revisiting where Bishopstoke is on a map of the UK.</li> </ul>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Recap 7 continents and locate on world map, atlas/globe. Find USA, Utah, show photos of Utah. Practice this in following lessons as retrieval.</li> </ul>	<p><b>How?</b></p>

<p><b>Human and Physical Geography</b></p>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Visit Bishopstoke Woods - take iPad and take lots of photos of physical and man-made/human features.</li> <li>- Slow reveal of 1 photo (pre-prepared showing a good mix of physical and man-made (human) features spotlight tool - label together.</li> <li>- Children have own photo (challenge for HA - different picture) can they spot physical and manmade/human - red/green</li> <li>- Noticing features of the river and surroundings while on a river walk.</li> </ul>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Discuss to understand the difference between a hike and a walk (terrain, features such as hills and forests, geography vocab)</li> <li>- Use maps, aerial photos, google maps to identify these features in the local area (Bishopstoke, but extending to Winchester St Catherine's Hill).</li> <li>- Use geographical vocab to describe local hiking areas, identifying them on maps. Sort features into human and physical.</li> <li>- Look at human/physical features of Utah, and seasonal changes, weather there.</li> </ul>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Show photos of Bishopstoke and discuss where they think these are photos of? - Focus on contrasting photographs between green and concrete areas.</li> <li>- What are green spaces and why are they important? Identify what green spaces are from farmland, recreational grounds, allotments, woods.</li> </ul>
<p><b>Place Knowledge</b></p>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Notice features about the river.</li> </ul>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Use maps, aerial photos, google maps to identify these features in the local area (Bishopstoke, but extending to Winchester St Catherine's Hill).</li> <li>- Use geographical vocab to describe local hiking areas.</li> <li>- Show photos of Utah and compare to where we live.</li> <li>- Show images of desert and look at temp/rainfall of that area compared with our locality.</li> <li>- Introduce equator, north pole, Arctic.</li> </ul>	<p><b>How?</b></p> <ul style="list-style-type: none"> <li>- Identify what green spaces are from farmland, recreational grounds, allotments, woods.</li> <li>- Zoom out to notice built-up area of Eastleigh and fields and woodland of surrounding area (Colden Common, Brambridge, Otterbourne)</li> <li>- Spot the difference between historical &amp; present day map, and notice the diminishing green spaces.</li> </ul>