

Geography Progression of Skills and Knowledge

	Reception	Year 1	Year 2
Locational Knowledge		NC Ref: Pupils should be taught to: <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's seven continents and five oceans. 	
	<ul style="list-style-type: none"> Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> Use maps and images to gain basic locational knowledge to: <ul style="list-style-type: none"> Name and locate the four countries of the UK and their capital cities on a map, atlas or globe and seven continents around the world on a world map or globe. 	<ul style="list-style-type: none"> Use simple locational knowledge to: <ul style="list-style-type: none"> Name and locate seas surrounding the UK, as well as seas, the five oceans
Key Vocabulary		Continents, Europe, Africa, Asia, North & South America, Antarctica, Arctic, Antarctica (Southern) Capitals - England (London). Scotland (Edinburgh), Wales (Cardiff. Northern Ireland (Belfast)	Continents (Alternative names- Australasia, Oceania, Sahul, Zealandia, Eurasia, Afro-Eurasia. Oceans - N & S Atlantic Seas - North Sea, Irish Sea, Celtic Sea, Capitals - Irish Republic/Eire (Dublin)
Place Knowledge		NC Ref: Pupils should be taught to: <ul style="list-style-type: none"> 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 	
	<ul style="list-style-type: none"> In relation to their home and immediate area (school and home). 		<ul style="list-style-type: none"> Describe and compare the human and physical similarities and differences between two places using simple geographical vocabulary.

Key Vocabulary			similarly, difference
Human and Physical Geography		NC Ref: Pupils should be taught to: <ul style="list-style-type: none"> 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 use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	
	<ul style="list-style-type: none"> Begin to understand symbols on a map. Children know that the environment and living things are influenced by human activity. 	<ul style="list-style-type: none"> Begin to identify seasonal and daily weather patterns in the United Kingdom. Begin to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Begin to use some basic geographical vocabulary to refer to human and physical features. 	<ul style="list-style-type: none"> Use simple geographical vocabulary to refer to physical and human features.
Key Vocabulary:		Physical Geography - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, continent, month, year, season, weather, hot, cold, desert, resin, gauge, wind sock, wind vane. Human Geography - city, town, village, factory, farm, house, shop, weekend, journey, abroad, capital, country.	Physical Geography - vegetation, seasonal, daily, (weekly, monthly), fortnight, January, February, (etc), island, peninsula, poles, equator, temperature, thermometer. Human Geography - office, port, harbour, estuary, bay, channel

Geographical skills and fieldwork		NC Ref: Pupils should be taught to: <ul style="list-style-type: none"> • 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. • 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. • 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. • 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. 	
	<ul style="list-style-type: none"> • Understand what a map is. • Look at different types of maps. 	<ul style="list-style-type: none"> • Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. • Locate hot and cold areas of the world in relation to the equator. • Use picture maps and globes • Draw or read a simple picture map. • Name and describe the purpose of human features and landmarks. 	<ul style="list-style-type: none"> • Use simple compass directions to describe the location of features or a route on a map. • Draw or read a range of simple maps that use symbols and a key. • Describe ways to improve the local environment. • Use geographical vocabulary to describe how and why people use a range of human features. • Study aerial photographs to describe the features and characteristics of an area of land. • Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).
Key Vocabulary		map, compass, compass point, direction, north, south, east, west	atlas, key, symbol, scale, environment, surroundings, left, right, beyond, contains, further, furthest, higher lower, route, map, plan