

Sacred Heart EYFS & KS1 progression of Geography skills

<u>National curriculum</u>	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	
<u>Investigating Places</u>	<p><i>Children in the EYFS focus on understanding their own immediate environment before moving onto national & international geography in KS1:</i></p> <p>UW: The World 30-50 months:</p> <ul style="list-style-type: none"> • Comment and asks questions about aspects of their familiar world such as the place where they live (e.g. homes, park, school) or the natural world. • Shows care and concern for the environment 	<p><i>Children in the EYFS focus on understanding their own immediate environment before moving onto national & international geography in KS1:</i></p> <p>UW: The World 40-60 months:</p> <ul style="list-style-type: none"> • Looks closely at similarities & differences between their own immediate environment and other environments (e.g. comparing houses & homes, schools, parks, cities & forests etc.) <p>ELG:</p> <ul style="list-style-type: none"> • Talk about the features of their own immediate environment and how environments might vary from one another 	<ul style="list-style-type: none"> • Ask and answer geographical questions. 	<ul style="list-style-type: none"> • Ask and answer geographical questions. 	
<u>Locational knowledge:</u>			<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> • Name and locate the world's seven continents. 	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans.
<u>Place Knowledge:</u>				<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries of the United Kingdom. 	<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
<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 • Human and physical geography 				<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical and human features • Study the human and physical geography of London and a non-European country. • Make basic comparisons. 	<ul style="list-style-type: none"> • Understand the difference between human and physical geography. • Use basic geographical vocabulary to refer to key physical and human features. • Compare human and physical features of London to small area of non- European country.
<ul style="list-style-type: none"> • 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"> • Use simple fieldwork and observational skills to study the geography of the school (School Days) and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of a local area and the key human and physical features of its surrounding environment.
<u>Map Skills</u>					

<ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	<p>Children in the EYFS develop an understanding of positional language in relation to their own position before moving onto directional language used for map work:</p>	<p>Children in the EYFS develop an understanding of positional language in relation to their own position before moving onto directional language used for map work:</p>	<ul style="list-style-type: none"> • Use aerial photographs 	<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks/basic human & physical features.
<ul style="list-style-type: none"> • devise a simple map; and use and construct basic symbols in a key 			<ul style="list-style-type: none"> • Create a simple map and identify something's location e.g. it is near the sea/it is near a cave 	<ul style="list-style-type: none"> • Create a simple map with key.

<ul style="list-style-type: none"> • 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 	<p>Children mark-make to create representations of maps & journeys.</p> <p>M: Shape, Space & Measure: 30-50 months:</p> <ul style="list-style-type: none"> • Use positional language: positioning themselves <i>inside, behind, on top</i> and so on. 	<p>Children mark-make to create representations of maps & journeys.</p> <p>M: Shape, Space & Measure: 40-60 months:</p> <ul style="list-style-type: none"> • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. 	<ul style="list-style-type: none"> • Use simple directional and locational language (e.g. near and far, left and right) to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> • Use simple compass directions (North, East, South, West) and locational language to describe the location of features and routes on a map.
<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 			<ul style="list-style-type: none"> • On a globe/world map identify the countries of the United Kingdom and the continents of the world. 	<ul style="list-style-type: none"> • Using atlas', world maps and globes, Identify the countries of the United Kingdom, their capitals, continents and oceans of the world. • Identify location of countries we study as comparisons e.g. India.
<p><u>Investigating patterns</u></p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and location of hot and cold areas of the world in relation to the Equator and the North and South Poles 			<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 (Poles Apart). 	<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. (Landmarks in the UK and South America).

Vocabulary

- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Be able to use following vocabulary:

- beach, forest, hill, mountain, ocean, river, season, weather, city, town, village, shop

Build on vocab to include all.

- Use vocabulary to describe a location
- Identify whether it is a city, town, village, coastal or rural area.

- Use vocabulary to describe a location to say whether it is a city, town, village, coastal or rural area. Be able to explain why based on key features.