

# Geography progression of knowledge and skills

## Level expected at the end of EYFS

### Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

### Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

## KS1 National curriculum expectations

### Locational Knowledge

Pupils should be taught to:

- 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.

### Place Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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:
- 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.

### Geographical Skills and Fieldwork

Pupils should be taught to:

- 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.

| Nursery   | <b>Reception</b><br><b>Our local area and London</b>   | <b>Year 1</b><br><b>The UK</b>   | <b>Year 2</b><br><b>The world</b>  |
|---|--|--|--|
| <b>Talk about their own environment.</b><br><br><b>Look at maps in continuous provision</b><br><b>Look at the</b> | <b>Locational Knowledge:</b><br><br><b>Know the place where their house is located and their address</b><br><b>Road, place and the city</b><br><b>Go for walk on Google maps – follow a route to and from school</b> | <b>Locational Knowledge: (</b><br>Know that they live in London and London is the capital of England<br>To know that England is one of the four countries of the UK and know the corresponding capitals<br><br>Label a map of the UK | <b>Locational Knowledge (green and mean/ journeys)</b><br>Know the seven continents of the world and the five oceans and where they are located on a map/atlas<br><br>Label a map of the world |
|   | <b>Place Knowledge:</b><br>Gain knowledge of the features in the area on their route to school<br>E.g. trees, house, post box  | <b>Place Knowledge: (Castles)</b><br>Gain knowledge about key features of the four capital cities in the UK<br>E.g. Cardiff Castle, Tower of London, Edinburgh Castle, Belfast Castle( <b>castles</b> )                              | <b>Place Knowledge:</b><br>Gain knowledge about key features about the continents and oceans. How are they related to each other?<br><b>(journeys)</b>   |
|   | <b>Reception</b><br><b>Our local area and London</b>   | <b>Year 1</b><br><b>The UK</b>   | <b>Year 2</b><br><b>The world</b>  |

**Human and Physical Geography:  
What can you see on your route to  
school? (home learning)**

**Human and Physical Geography**

Trip to Mill hill high-street. What are the physical and human features that they see?

Learn about physical and human features in the UK  
What are the physical human features like around Cardiff castle, Edinburgh castle, Tower of London, Belfast castle the physical and human features when they visit Windsor castle

What are the physical and human features that they can see when they visit Southend?  
How that compare to that did features they observed in Mill hill high-street

Identify seasonal and daily weather patterns in the United Kingdom – Everyday for a week look at the weather in each of the four capitals of the UK

Use laptops in 4 groups search/record/present – all children take on a role

Record on a simple chart

**Reception  
Our local area and London**

**Year 1  
The UK**

**Year 2  
The world**

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|--|---|--|--|
|  | <p><b>Geographical/ map Skills:</b></p> <p>Look at atlases maps in continuous provision</p> <p>Draw a simple map of their route to school. Using pictures</p> | <p><b>Geographical/map Skills:</b></p> <p>Use simple atlases to locate the four countries of the UK</p> <p>Draw a simple map of their classroom.<br/>Begin to use the geographical language to describe to an adult where things are. E.g. the sink is next to the table. The reading corner is near the writing area.</p> <p>Draw a map of their local area and begin to create a simple key to represent things such as trees, buildings, roads etc. (Trip to local shops)</p> <p>Using maps of the UK, Use near and far/next to/ above/below E.g. England is right of Wales</p> <p>Children follow instructions left right near far to find the treasure.</p> | <p><b>Geographical/map Skills:</b></p> <p>Use maps of the world / more complex atlases/ globes to locate the continents and oceans</p> <p>Co-ordinates – place landmarks on map of London according using coordinates. Create a key</p> <p>Draw a map of the playground using an Arial photograph. Using a key and descriptions of where things are using the language of North, east south west.</p> <p>Using maps of the world children describe where the oceans and continents are using language North, East, South West</p> <p>Use North, South, East, West Children have a compass and follow instructions to find the treasure using NSEW compass directions</p> |
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