

Church Aston Infant School Geography Progression



The World of Geography	EYFS	Key Stage 1
	<p>Pupils should be taught to:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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</p> <p>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.</p>	<p>Pupils Should be taught to:</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Locational knowledge. 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.</p> <p>Place knowledge. 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.</p> <p>Human and physical geography. 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</p> <p>Geographical skills and fieldwork .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.</p> <p>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.</p>

<p>Locational knowledge</p>	<p>Recognise similarities and differences in my immediate environment Talk about people and places beyond my local environment</p>	<p>Use maps, photographs, and pictures to identify key landmarks and features of the locality. Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</p>	<p>Name the 7 continents and 5 oceans of the world. Name and locate the 4 countries that make up the UK and their capital cities Compare England with a contrasting Country in the world</p>
<p>Place knowledge</p>	<p>Talk about where they live Talk about their homes and families and compare to those in another country Talk about and find the way around school showing an awareness of where things belong and the people within the school</p>	<p>Use key words for key physical features including beach, forest, hill, mountain, sea, river, and soil Use of a range of maps and photographs to talk about the features of a geographical feature or area</p>	<p>Use basic geographical vocabulary to refer to: key physical features including cliff, coast, ocean, valley, vegetation, season and weather Discuss environmental geography, including the importance of looking after the planet and recycling</p>
<p>Human and physical geography</p>	<p>Make observations of the environment and explain why some things occur and talk about changes</p>	<p>Know the 4 seasons and how they change. Express views on features of the environment of a locality Use resources that are given to me, and my own observations, to ask and respond to questions about places and environments Express opinions about the seasons and relate the changes to changes in clothing and activities e.g., winter = coat, summer = t-shirts.</p>	<p>Identify the location of hot and cold areas in the world in relation to the Equator and North and South Poles. Identify the physical and human features of specific areas studied</p>
<p>Geographical skills and enquiry</p>	<p>Use everyday language to talk about positions and distance to solve problems Describe their relative position such as behind or next to Draw simple picture maps</p>	<p>Use simple fieldwork and observation skills to study the geography of my school and grounds and the key human and physical features of the surrounding environment Draw simple journeys that I have been on Draw simple maps of my locality and places that have been visited For example Observe and record information about the</p>	<p>Use fieldwork to develop knowledge and understanding of the local area. Use simple fieldwork and observation skills to study the geography of my school and the local area and the key human and physical features of the surrounding environment Observe and record the features around the school e.g. the different types of plants, the animals seen by the</p>

		<p>local area e.g. how many shops there are near the school, how many bus stops are there close to the school.</p>	<p>river compared to the animals seen on the road, the different amounts of traffic on the bridge compared to the Church road. Children to make suggestions for the cause of the differences. Communicate findings in different ways e.g., reports, graphs, sketches, diagrams, pictures. Use maps, atlases, globes, and digital/computer mapping (Google Earth) to locate countries and areas studied Recognise the four compass points and can talk about the relative position of places.</p>
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