

Progression of Knowledge and Skills in Geography

	EYFS	Key Stage One	
		Cycle A	Cycle B
Locational Knowledge	- To be able to locate Great Britain on a map of the British Isles after direct teaching. - To be able to use words like behind, in front and next to describe the position of objects.	- To be able to use a map to locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - To name and locate the world's five oceans.	- To name and locate the world's seven continents on world maps and globes - To begin to understand the location of Reading within the United Kingdom and the world. - To be able to use a world map to locate China and Kenya
Place Knowledge	- To be able to talk about the places they have been - To be able to talk about how local area is different or similar to other places in the UK or abroad e.g. countryside or seaside - To begin to understand how environments might vary from one another - Use small world resources to create different environments	- 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 e.g. comparing UK beaches with beaches from around the world - To be able to identify the key features of a location and identify if a place is a village, town, city, rural or coastal area - To express their views on features of the environment of a locality	- 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 e.g. London and China and Reading and Kenya - To be able to identify the key features of a location to identify if a place is a village, town, city, rural or coastal area - To express their views on features of the environment of a locality

Human and Physical Geography	- To build up a vocabulary that reflects the breadth of their experiences - To be able to identify and name some of the human and physical features found in the local area. - Use small world resources to create different environments	- To be able to identify seasonal and daily weather patterns in the United Kingdom (links to science) - To know that countries located near the North and South Pole have a cold climate - To develop their geographical vocabulary to compare and describe the human and physical features of different places e.g. North and South Pole and beaches from around the world	- To be able to use appropriate language to talk about the school and local area - To know that countries located around the equator experience hot weather throughout the year - To develop their geographical vocabulary to compare and describe the human and physical features of different places e.g. China and Africa
Geographical skills and fieldwork	- To be able to recognise everyday objects when photographed from different angles - To be able to use pictures and photographs to begin to recognise landmarks and basic human and physical features of different places - To be able to use aerial views of the local area around the school to identify simple features of the local area e.g. buildings, roads and open spaces. - To know that the blue on a world map or globe represents water and to be able to identify it on a world map or globe - To be able to identify land on a world map or globe and to begin to understand that land may not always be represented by the colour green. - To be able to create pictorial maps of fictional places	- To use photographs, aerial photographs and maps to recognise landmarks and basic human and physical features of different places. - To be able to devise a simple map; and use and construct basic symbols in a key (Year 2 focus) - To be able to devise a pictorial map with a key with adult support (Year 1 focus) - To be able to use simple compass directions and locational and directional language to describe a route on a simple map. (Year 2 focus) - With support, to be able to use simple compass directions and locational and directional language to describe a route on a simple map. (Year 1 focus)	- To use photographs, aerial photographs and maps to recognise landmarks and basic human and physical features of different places. - To be able to draw and sketch features from the local area - To use a camera in the field to help to record what is seen - To be able to use a simple map and locational and directional language to talk about and follow a route around the local area (Year 2 focus) - To be able to use a simple map to locate features in the local area (Year 1 focus) - To be able to devise a simple map; and use and construct basic symbols in a key (Year 2 focus) - To be able to devise a pictorial map with a key with adult support (Year 1 focus) - To be able use simple compass directions and locational and directional language to describe a trip around the world (Year 2 focus) - With support, to be able use simple compass directions and locational and directional language to describe a trip around the world (Year 1 focus)