



SANDRINGHAM INFANT AND NURSERY ACADEMY

Progression of Skills



GEOGRAPHY

EYFS	
Nursery (Three to Four Year Olds)	Reception
<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different from the one in which they live
Vocabulary	
Respect, care, environment, living things, different, natural materials	Map, road, hill, path, forwards, backwards, similar, different, environment

KS1	
Locational Knowledge	
Year 1	Year 2
<ul style="list-style-type: none"> Identify the four main countries making up the United Kingdom. Name the capital cities of England, Wales, Scotland and Ireland. Point out where the equator, north pole and south pole are on a globe or atlas 	<ul style="list-style-type: none"> Name the seven continents of the world and find them in an atlas. Name the world's five oceans and find them in an atlas. Name other major cities of England, Wales, Scotland and Ireland. Find where they live on a map of the United Kingdom.
Vocabulary	
capital city, country, map, globe, atlas, world, equator, north pole, south pole.	continents, ocean, location, sea, coast, neighbourhood, local, rural.

Place Knowledge	
Year 1	Year 2
<ul style="list-style-type: none"> Name, describe and compare local familiar places Identify links between home and other places in the local community (e.g. routes, location, use) Suggest ideas for improving the school environment. Use simple geographical vocabulary to describe human and physical features of the local area. 	<ul style="list-style-type: none"> Make simple comparisons between human and physical features of a small area of the UK and a contrasting non-European country. Recognise how places are linked to each other (e.g. travel, language, weather)
Vocabulary	
local, environment, community, natural, building, Frimley Green, Frimley, Camberley.	Europe, travel, national, International, foreign.

Human Geography	
Year 1	Year 2
<ul style="list-style-type: none"> Begin to explain why they would wear different clothes at different times of the year. Share ideas about the people who live in hot and cold places. Explain what they might wear if they lived in a very hot or a very cold place. Name key features associated with a town or village (e.g. church, farm, shop, house). 	<ul style="list-style-type: none"> Describe some human features of their own locality, such as the jobs people do. Explain how the jobs people do may be different in different parts of the world. Explain how some people might 'spoil' an area. Explain how some people might try to make an area better. Explain what facilities a town or village might need.
Vocabulary	
Weather, temperature, shops, farms, space. Hot, cold.	Harbour, port, offices, factory, develop, damage, facilities.

Physical Geography	
Year 1	Year 2
<ul style="list-style-type: none"> Tell someone their address. Explain how the weather changes with each season. Explain the main features of hot and cold places in the world. Describe a familiar locality using words and pictures. Encounter and show an awareness of key physical features (e.g. river, hill, beach). 	<ul style="list-style-type: none"> Describe some physical features of their own locality. Explain what makes a locality special. Describe a place outside Europe using geographical vocabulary. Describe the key features of a place (e.g. beach, coast, forest, hill, mountain, ocean, valley)
Vocabulary	
Seasons, post code, weather, river, hill, beach.	Natural, coast, beach, forest, hill, mountain, valley, crops, soil.

Map Skills	
Year 1	Year 2
<ul style="list-style-type: none"> • Draw picture maps of imaginary places and from stories. • Use own symbols on imaginary map. • Use a simple picture map to move around the school and recognise that it is about a place • Use locational language (e.g. near and far, left and right) to describe the location of features and routes. • Use relative vocabulary to make comparisons (e.g. bigger/smaller, like/dislike) • Draw around objects to make a plan. • Use picture maps and globes. 	<ul style="list-style-type: none"> • Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) • Begin to understand the need for a key. • Follow a route on a map. Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. • Use a plan view. Use an infant atlas to locate places. • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) • Look down on objects to make a plan view map.
Vocabulary	
Symbol, near, far, right, left, big, small.	Key, North, east, south, west, compass, navigate, aerial.

Geographical Enquiry And Fieldwork	
Year 1	Year 2
<ul style="list-style-type: none"> • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. Investigate their surroundings. • Use simple observational skills to study the geography of the school and its grounds. 	<ul style="list-style-type: none"> • Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use non-fiction books, stories, maps, atlases, globes, pictures/photos and internet as sources of information. • 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. • Make appropriate observations about why things happen. • Make simple comparisons between features of different places.
Vocabulary	
Source, image, field, buildings.	Identify, describe, natural, man-made, photograph, information.