



SANDRINGHAM INFANT AND NURSERY ACADEMY

Progression of Skills



GEOGRAPHY

Locational Knowledge		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> Know the name of the place where they live (road name, village/town, county, country). 	<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		
road, place, live, county, village, town, local area.	capital city, country, map, globe, atlas, world, equator, north pole, south pole.	continents, ocean, location, sea, coast, neighbourhood, local, rural.
Place Knowledge		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> Be able to talk about their locality (what happens, where, how, why?) 	<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		
Home, road, walk, school, shops, people, park	local, environment, community, natural, building, Frimley Green, Frimley, Camberley.	Europe, travel, national, International, foreign.

Human Geography		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> Show an awareness of different occupations. Explore the geographical similarities relating to human geography of: - School/home - Indoor/outdoor environments 	<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		
Job, work, house, home, school, inside, outside.	Weather, temperature, shops, farms, space. Hot, cold.	Harbour, port, offices, factory, develop, damage, facilities.

Physical Geography		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> Show an awareness of seasonal changes. Show an awareness of the daily weather. Know that the weather is different in different parts of the world (focusing on hot and cold regions). Explore the geographical similarities relating to physical geography of: - School/home - Indoor/outdoor environments 	<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

Sun, rain, cloudy, snow, hot, cold.

Seasons, post code, weather, river, hill, beach.

Natural, coast, beach, forest, hill, mountain, valley, crops, soil.

Map Skills

EYFS

- Create a basic map that has purpose.
- Identify maps as a tool used when travelling from one location to another (tell stories about journeys from one location to another).
- Know that a globe or world map represents countries of the whole worlds.

Year 1

- 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.

Year 2

- 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

Map, globe.

Symbol, near, far, right, left, big, small.

Key, North, east, south, west, compass, navigate, aerial.

Geographical Enquiry and Fieldwork

EYFS

- Make observations and drawings of features in their local environments (e.g. trees, hills, ditch, hospital, park, road).

Year 1

- Teacher led enquiries, to ask and respond to simple closed questions.

Year 2

- Children encouraged to ask simple geographical questions; Where is it? What's it like?

	<ul style="list-style-type: none"> • 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"> • 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		
Tree, hill, park, road, street.	Source, image, field, buildings.	Identify, describe, natural, man-made, photograph, information.