

Progression of skills: Geography

Programme of study: locational knowledge		
Year 1	Year 2	Progression for Greater Depth and Mastery
<ul style="list-style-type: none"> • Identify the four countries making up the United Kingdom - <i>What a wonderful world</i> • Name the continents of the World - <i>What a wonderful world/ Kenya calling</i> • Find where they live on a map of the UK - <i>Let's have an adventure</i> • Name the capital cities of England, Scotland, Ireland and Wales? – <i>What a wonderful world</i> 	<ul style="list-style-type: none"> • Identify where significant places are located in the UK, Europe and the wider world. – <i>All aboard/ If you go down to the woods today.....</i> • Locate the 7 continents on a map, globe or in an atlas - <i>All Aboard</i> • Name the World's oceans and find them in an atlas - <i>All aboard</i> • Point out where the Equator, North Pole and South Pole are on a globe or atlas – <i>All Aboard/ If you go down to the woods today</i> • Point out the North, South, East and West associated with maps and compass - <i>Reduce, reuse, recycle....robots! (discrete unit of Geography within this)</i> 	•
Vocabulary Country, United Kingdom , England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, continent, map	Vocabulary Continent, globe, atlas, ocean, Equator, North Pole, South Pole, compass point, North, South, East, West	Vocabulary
Awareness of EYFS links		
Development Matters Area	Development Matters Statement	
Understanding the world – People and Communities	ELG – They know about similarities and differences between themselves and others, and among families, communities and traditions	
Understanding the world – The world	ELG – children know about similarities and differences in relation to places and living things They talk about features of their own immediate environment and how environments might vary from one another.	

Programme of study: Place knowledge

Year 1	Year 2	Progression for Greater Depth and Mastery
<ul style="list-style-type: none"> Explore and discover the interesting features of the local environment - <i>Let's have an adventure</i> Explain what makes each of the UK's capital cities special – <i>What a wonderful world</i> Describe some places which are not near the school - <i>What a wonderful world/ Kenya calling....</i> Tell someone something about the people who live in hot and cold places - <i>What a wonderful world/ Kenya calling....</i> 	<ul style="list-style-type: none"> Ask and respond to geographical questions about people, places and environments – <i>Reduce, reuse, recyclerobots (discrete geography within this unit)</i> Make simple comparisons between features of different places and say how these features influence life there - <i>All aboard</i> Describe some human features of own locality such as the jobs people do –<i>Reduce, reuse, recycle.....Robots/ If you go down to the woods today....</i> Explain how the jobs people do may be different in different parts of the world – <i>All aboard</i> Describe how people can make their environment better or worse- <i>All aboard/ If you go down to the woods today....</i> Describe what facilities a town or village might need – <i>If you go down to the woods today....</i> 	<ul style="list-style-type: none"> Identify similarities and differences between places ad environments and understand how they are linked Ask and respond to questions to develop a sense of place
Vocabulary Environment, , London, Edinburgh, Cardiff, Belfast, Kenya, native tribe, weather, climate	Vocabulary Environment, comparison, human features, physical features , facilities, town, village	Vocabulary

Awareness of EYFS links

Development Matters Area	Development Matters Statement
Understanding the world – People and Communities	ELG – They know about similarities and differences between themselves and others, and among families, communities and traditions
Understanding the world – The world	ELG – children know about similarities and differences in relation to places and living things They talk about features of their own immediate environment and how environments might vary from one another.

Programme of study: Human and physical geography

Year 1	Year 2	Progression for Greater Depth and Mastery
<ul style="list-style-type: none"> Recognise different types of weather and climate – <i>What a wonderful world/Kenya calling....</i> Explain the main features of a hot and cold place – <i>What a wonderful world/Kenya calling..</i> Answer questions about the weather – <i>Let’s have an adventure/What a wonderful world/Kenya calling</i> Can they keep a weather chart? – <i>What a wonderful world</i> Recognise, observe, describe and record physical and human features - <i>Let’s have an adventure/ What a wonderful world/Kenya calling</i> Describe the physical key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley - <i>What a wonderful world/ Kenya calling</i> Name the key features associated with a town or village eg church, farm, shop, house – <i>Let’s have an adventure/What a wonderful world</i> 	<ul style="list-style-type: none"> Discuss how weather affects our lives – <i>If you go down to the woods today..</i> Investigate, measure and record changes in the weather – <i>If you go down to the woods today</i> Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language -<i>Reduce, reuse, recycle....Robots (discrete geography unit within this)</i> Answer questions using a weather chart – <i>All aboard</i> Make plausible predictions about what the weather may be like in the day, or tomorrow – <i>if you go down to the woods today....</i> Name the key features associated with a town or village, e.g. factory, detached house, semi detached house, terrace house – <i>If you down to the woods today....</i> 	<ul style="list-style-type: none"> Investigate key aspects of human and physical geography Identify how the ways people live sometimes have consequences for the environment Explain how different weather affects people Make inferences by looking at a weather chart Make predictions about what the weather might be like in different parts of the world
<p>Vocabulary Weather, climate, observation, physical features, town, village</p>	<p>Vocabulary Weather, investigate, measure, record, communicate, vocabulary, compass points, predict, factory, detached house, semi detached house, terrace house</p>	<p>Vocabulary</p>
Awareness of EYFS links		
Development Matters Area		Development Matters Statement
Understanding the world – People and Communities		ELG – They know about similarities and differences between themselves and others, and among families, communities and traditions
Understanding the world – The world		ELG – children know about similarities and differences in relation to places and living things

	They talk about features of their own immediate environment and how environments might vary from one another.
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Programme of study: Geographical skills and fieldwork

Year 1	Year 2	Progression for Greater Depth and Mastery
<ul style="list-style-type: none"> Express their own views about features of the environment – <i>Let’s have an adventure</i> Communicate in different ways using simple geographical information and vocabulary - <i>Let’s have an adventure</i> Use simple field work skills – <i>let’s have an adventure</i> Use globes, maps (OS, street map) and plans – <i>Let’s have an adventure/ What a wonderful world/ Kenya calling</i> Make simple plans – <i>Let’s have an adventure</i> 	<ul style="list-style-type: none"> Locate key features on globes, maps, atlas and plans - <i>Reduce, reuse, recycle.....robots (discrete geography unit within this) /All aboard/ If you go down to the woods today</i> Make simple maps and plans – <i>Reduce, reuse, recycle...Robots (discrete geography unit within this)</i> Use simple compass directions - <i>Reduce, reuse, recycle.....robots (discrete geography unit within this) /All aboard/ If you go down to the woods today</i> Use aerial photographs and plan perspectives to identify landmarks and features - <i>Reduce, reuse, recycle.....robots (discrete geography unit within this) /All aboard/ If you go down to the woods today</i> Use field work and observational skills to carry out an enquiry based project - <i>Reduce, reuse, recycle.....robots (discrete geography unit within this)</i> 	<ul style="list-style-type: none"> Uses atlases, globes, maps and plans at a range of scales and draw simple maps and plans Collect and record evidence and begin to offer explanations Collect and analyse a rage of data from simple fieldwork experiences Can you find the longest and shortest route using a map?

Vocabulary Environment, communicate, field work, globe, OS map, plan,	Vocabulary Globe, map, atlas, plan (perspective), compass directions, aerial photograph, observational skills, fieldwork , enquiry	Vocabulary
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