



# GEOGRAPHY PROGRESSION: Knowledge and Understanding



		EYFS	YEAR 1	YEAR 2
LOCATION AND PLACE	PLACE	Talk about the features of where they live (their own immediate environment).	Name and locate capital cities of the United Kingdom  Name and locate the four countries of the United Kingdom.  Name, describe and compare familiar places.	Name, locate and identify the characteristics and topographical features of the four countries of the United Kingdom.  Identify the characteristics of Southampton.
	CONTINENTS			Name the 7 continents.
	SEAS			Name and locate the seas surrounding the United Kingdom.
	GLOBAL POSITION			Locate the 7 continents of a map/globe of the world. Locate the UK on a map/globe of the world.
	SIMILARITIES AND DIFFERENCES	Understand similarities and differences in relation to local places.  Understand similarities and differences in relation to the places people live.	Understand the similarities and differences between their home and capital cities in the United Kingdom (other areas of the UK).	Understand geographical similarities and differences through studying the human and physical geography of Southampton and capital cities in the four countries of the United Kingdom.  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 (Sydney, Australia)



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DIRECTION		Use simple locational language to describe the location of features.	Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.	Use and follow simple compass directions (North, South, East and West) and location and direction language (e.g. near, far; left and right)  Describe the location and relative position of features in relation to one another using simple compass directions
MAPPING	<p><b>MAKE</b></p> <p><b>MAPS</b></p> <p><b>KEYS</b></p> <p><b>GRID REFERENCES</b></p>	<p>Use a simple plan to understand the location of different features.</p> <p>Use and discuss PHOTOGRAPHS and ariel photographs</p>	<p>Make a simple plan of the school grounds.</p> <p>Use a simple map/aerial photograph to move around the school and the grounds</p> <p>Understand why maps need a key.</p>	<p>Make a simple plan of a known area with a simple key.</p> <p>Use an atlas, map or ariel photograph to locate the countries of the United Kingdom.</p> <p>Use and construct basic symbols in a key</p> <p>Use own key symbols to identify features on their own maps</p> <p>Use simple grid references to share the position of a place/geographical feature (letter - number)</p>



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PHYSICAL AND HUMAN GEOGRAPHY	FOOD AND TRADE	Handa's surprise	Titanic links – eg travelling from Belfast to Southampton.	Understand where in the world the fruit we have at snack time comes from – <i>Home or away?</i> and locate the countries of origin on a globe/world map.
	SIMILARITIES AND DIFFERENCES	Talk about the features that make environments different from one another.	Observe and explain the differences of features between 2 localities.	Observe and explain the differences between Southampton and Sydney, Australia.
	ENVIRONMENTAL IMPACT	Woods – keeping it tidy. Not damaging the forest floor.	Hum hole – keeping it tidy. Physical and human geog.	Trip to Southampton city centre – how the infrastructure has changed. Physical and human geog (keep it tidy)
	SIGNIFICANT PHYSICAL FEATURES	Use simple vocabulary to name items and places in the local environment e.g path, woods, house, shops	Use basic geographical vocabulary to identify characteristics including: beach, sea, river, hill, forest, soil, city, farm, house, office, shop and factory  Know what the difference is between human and physical characteristics.	Know what the difference is between human and physical features.  Use basic geographical vocabulary to refer to: ● <i>Physical features</i> including: coast, cliff, ocean, valley, pasture, vegetation and mountain ● <i>Human features</i> including: town, village, farm, agriculture, horticulture, port and harbour.
SETTLEMENT AND LAND USE		Understand what land is used for in their immediate environment.	Understand that land is used for different purposes.	Describe what a settlement is Describe the similarities differences in how land is used in different capital cities in the United Kingdom and in Sydney Australia.



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FIELDWORK SKILLS	OBSERVE	Observe their immediate environment.	Observe the geography of school and its grounds closely	Observe changes over time.
	USE OF EQUIPMENT	Beebots/cars	Use simple equipment such as hand lenses, thermometers, rain gauge	Begin to select equipment from a limited range. Make increasingly accurate measurements.
	GATHER AND RECORD	Make links and notice patterns in their experience.	Gather and record data to help in answering questions.	Create tables and charts to classify data.
	PRESENT	Take photos and talk about what they did and saw.	Create pictograms and tables to share data.	Present data in pictograms and bar charts
WEATHER	PATTERNS	Describe the weather in their immediate environment.	Describe seasonal weather changes.	Identify seasonal and daily weather patterns in the four countries of the United Kingdom.
	WATER CYCLE			
	CLIMATE ZONES			