

Progression of Skills – Geography



National Curriculum Aims

- develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through fieldwork that deepen their understanding of geographical processes, interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS, communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Curriculum Enhancements

Global week (Summer 1), Walk to school week (Autumn 1), Forest school sessions.

Skill	Nursery	Reception	Year 1	Year 2
Locational Knowledge	Use appropriate vocabulary to describe their location. Make observations of their location. Experience different places and describe them : <ul style="list-style-type: none"> • Forest school garden 	Observe, find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like and dislike. Use appropriate vocabulary to help children make distinctions in their observations.	Understand how some places are linked to other places eg roads, trains. Name and locate 3 of the world’s seven continents (Asia, Africa, Antarctica) Name and locate the 4 countries of the United Kingdom. Identify characteristics of the 4 countries. Name capital cities within the UK. Great British Picnic	Name and locate all of the world’s 7 continents and 5 oceans. Name and locate the 4 countries of the United Kingdom. Identify characteristics of the 4 countries. Name capital cities within the UK. Name, locate and identify characteristics of the seas surrounding the UK.
Place Knowledge (A sense of place)	<ul style="list-style-type: none"> • Community centre woodland • A local Farm – countryside • Places the children have visited on their holidays. 	Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Experience different places and describe them. Talk about what they like and dislike about these places.	Name, describe and compare familiar places. Know about some present changes that are happening at school or in the local environment. Suggest ideas for improving the school environment. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.	Know about some present changes that are happening at school, in the local environment and in the UK. Suggest ideas for improving the school environment. Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.

<p>Human and Physical Geography</p>	<p>Experience the weather and describe it. Experience the Seasons and describe their features.</p> <p>(windy weather box, rainy day box etc)</p> <p>Winter and Summer walk in the Community woods.</p>	<p>Look closely at similarities, differences, patterns and change. Learn the names of the 4 seasons and their pattern in the year. Describe their features. Experience the weather and describe it. Talk about what they like/dislike about different weather. Talk about how it affects themselves.</p> <p>Autumn and Spring walk in the Community woods.</p>	<p>Describe seasonal and daily weather changes. Use basic geographical vocabulary to refer to key features of places. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</p>	<p>Identify seasonal and daily weather patterns in the UK. Use basic geographical vocabulary to refer to key features of places.</p>
<p>Geographical skills and fieldwork</p>	<p>Ask simple geographical questions.</p> <p>Make simple representations of places. (describe features) Eg make a woodland collage with trees, path, fence.</p>	<p>Ask simple geographic questions. Make simple maps that represent a familiar place. Think about relationship of features to one another (next to, far away from). Use the globe to identify the UK and other places familiar to the children. Can describe their relative position such as 'behind' or 'next to' Use directional language forwards, backwards, left and right to programme a toy. Use language related to measuring distance and time in relation to places.</p>	<p>Ask simple geographical questions and discuss responses. Make simple maps and plans. Map of route to school – children try to draw from above. Need aerial photographs of school. Use world maps, atlases and globes to identify the UK and its countries Use directional language forwards, backwards, left and right to describe the location of features and simple routes on a map. Use simple observational skills to study the geography of the school and its grounds. https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-one/</p>	<p>Ask more complex geographical questions and discuss responses. Devise simple maps and use and construct basic symbols on a key. Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, East, South and West) and locational language. Use directional language near, far, left and right to describe location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of the school and its grounds. https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-two/</p>
<p>Vocabulary</p>	<p>school, house, road, path, church, library, park, Toton,</p>	<p>My address is ... London, town, city, countryside, seaside, clean,</p>	<p>Habitats How to get to a place – train, car, plane.</p>	<p>North Sea Irish Sea Atlantic ocean</p>

	Nottingham, England, my house number is ... mountain, sea, rivers, forest, beach,	tidy, dirty, litter, Great Britain, British	Continent – Asia, Africa, Antarctica Ocean – England, Ireland, Scotland, Wales London, Edinburgh, Cardiff, Dublin, Belfast	English channel Continent – Europe, North America, South America, Australasia key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
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Colours

English – yellow Maths - blue
 Science – orange DT - green
 Computing – red History - purple
 Geog – brown Art - light orange
 Music – pink PE - light blue

Points for discussion – according to National Geographical association – progression exceeding – seas for UK in year 2. It makes sense for year 1 to do either animals and the countries or seas and the sealife – year 2 to do the alternative?

Location and Place :

Nursery - Key Question : What did you see there? (draw attention to the features – sea, mountains, roads, buildings)

Reception – places to study

- Forest school garden.
- Toton trails
- A local Farm – countryside
- Community centre woodland
- Manor Park
- Places the children have visited on their holidays.

What did you see there? (draw attention to the features – sea, mountains, roads, buildings)

What did you like about? Dislike about?

Year 1 -

What did you see there?

What did you like about? Dislike about?

What did you see there – the environment/natural/physical geography?

What did you see there – man made, human geography?

How was it the same as Toton?

How was it different to Toton?

Year 2 - What did you see there?

What did you like about? Dislike about?

What did you see there – the environment/natural/physical geography?

What did you see there – man made, human geography?

How was it the same as Toton?

How was it different to Toton?

How would you do there?

What might you wear there?

What might you eat there?

What animals would you see there?

How do the features affect what people do, wear, eat?

How do the features affect what animals live there?

Great British Picnic – is this best suited to year 1 or year 2.

Human and Physical Geography

Year 2 - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles. Describe the impact this has on geographical features.

It is cold in Antarctica because it is at the very bottom of the world and a long way away from the equator.

Canada has Seasons like us because it is about the same distance away from the equator as we are.

There are only 2 seasons in Brazil because it is near the equator. That is why rainforest grows there.

City Bingo

Year 1 - Eg. It is hot in Africa. It is near the equator and a long way from Antarctica.

City Bingo

Geographical skills

Reception : Eg. make a map of the playground with forest school garden next to nursery and the pitch next to the trim trail.

Simple geographical questions - Where is ?