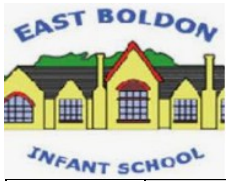
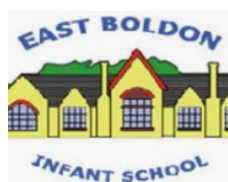


Geography Curriculum Skills Progression

	EYFS	Year 1	Year 2	Year 3
Locational Knowledge	* Talk about the features of their own immediate environment of the school, local community and places they experience.	* Name, locate and identify characteristics of the 4 countries & capital cities of the United Kingdom and its surrounding seas.	* Name and locate the world's seven continents and five oceans.	* Name and locate a wider range of places in their locality, the UK and wider world.
Place Knowledge	* Children look closely at similarities and differences in relation to places they know and communities and how environments might vary from one another, patterns and change.	* Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	* Understand geographical similarities & differences through studying human & physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	* Understand geographical similarities and differences through studying human & physical geography of different places in the world.
Human & Physical Geography	* Express their opinions on natural and built environments. * Shows interest in different occupations and ways of life	* Identify seasonal & daily weather patterns in UK. * Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	* Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	* Make observations about places and features that change over time.
Geographical Vocabulary	* Use basic geographical vocabulary to refer to: key physical features: Wood, soil, field, garden. key human features: Village, school, farm	* Use basic geographical vocabulary to refer to: key physical features: - Forest, hill, mountain, soil, valley. key human features: - City, town, village, factory, farm, house, office.	* Use basic geographical vocabulary to refer to: key physical features: - Beach, cliff, coast, ocean, river, sea, vegetation, weather. key human features: - City, town, village, port, harbour, shop.	
Geographical Skills – Enquiry and Investigation	* Comment / ask questions about aspects of their familiar world such as the place where they live or the natural world. * Show care and concern for living things and the environment. *Show interest in the lives of people who are familiar to them. *Know that other children don't always enjoy the same things.	*Ask and answer simple geographical questions. * Express their views on some features of their environment. * Describe similarities and differences when studying places and features.	* Ask and answer simple geographical questions. *Make observations about features that give places their character. * Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	* Ask and answer more searching geographical questions when investigating different places and environments. * Identify similarities, differences and patterns when comparing places and features.
Field Work	* Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.	* Use simple fieldwork and observational skills when studying the geography of their school and its grounds.	* Develop simple fieldwork and observational skills when studying the geography of their school and local environment and our city.	* Observe, record, and name geographical features in their local environments and further afield.



	EYFS	Year 1	Year 2	Year 3
Geog Skills: Interpret a Range of Sources of Geographical Information	* Examine a range of sources such as simple maps, photographs, magnifiers and visiting local places.	* Use a range of sources such as simple maps, globes, atlases and images. * Know that symbols mean something on maps.	* Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.	* Use a range of sources including digital maps, atlases, globes and satellite images to research geographical information. * Use the eight compass points and recognise some OS symbols on maps.
Geog Skills: Communicate Geographical Information	* Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks. * Remember and talk about significant events in their own experience.	* Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. * Draw, speak or write about simple geographical concepts such as what they can see where. (Observe and record).	* Express views about the environment and can recognise how people sometimes affect the environment. * Communicate understanding through writing at length.	* Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. * Communicate geographical information through a range of methods including the use of ICT.



Geography Mapping Skills Progression

	EYFS	Year 1	Year 2	Year 3
Direction / Location	* Follow simple directions. * Understand positional language.	* Use positional language. * Follow directions (Up, down, left/right, forwards/backwards)	* Follow directions (as yr 1) and include north, south, east, west.	* Use 4 compass points to follow/give directions: * Use letter/no. coordinates to locate features on a map.
Drawing maps	* Draw and create their own maps using real objects, and/or pictures and symbols.	* Draw picture maps of imaginary places and from stories. * Draw a map of a real place. * Understand basic symbols in a key.	* Draw a map of a real or imaginary place (from aerial photograph), devising own basic symbols in a key.	* Try to make a map of a short familiar route, with features in correct order. * Try to make a simple scale drawing.
Representation	* Look at signs and symbols on different types of simple maps.	* Know what a key is. * Use own symbols on a map	* Begin to understand the need for a key. * Use class agreed symbols to make a simple key.	* Know why a key is needed. * Use standard symbols.
Using maps	* Use a simple map with symbols to spot features in the school grounds or in the local community.	* Use a simple picture map to move around the school; Recognise that it is about a place	* Follow a route on a map. * Use a plan view. * Use an infant atlas to locate places.	* Locate places on larger scale maps e.g. map of Europe. * Follow a route on a map with some accuracy. (e.g. whilst orienteering)
Style of maps, artefacts	Experience real maps, electronic globes & maps, simple maps of the classroom, school, local town, park, zoo, museum etc, story maps.	* Picture maps & globes. * Find land/sea on globe, map. * Explore infant atlas. * Look at aerial photos and plan perspectives.	* Detailed maps * Use an infant atlas to find information. * Use aerial photographs & plan perspectives to identify human and physical features	* Use large scale OS maps. * Begin to use map sites on internet. * Begin to use junior atlases