

SKILLS PROGRESSION: Geography



Strand	EYFS	YEAR 1	YEAR 2	YEAR 3
<p>Location Knowledge</p> <p>-;</p> <p>-</p>	<p>EYFS PROFILE UW: The Natural World</p> <p>Talk about the features of their own immediate environment</p> <p><i>Identify and talk about where they live and different destinations in Rushden,</i></p> <p><i>Discuss key features of the local environment,</i></p> <p><i>Identify human and physical features in the park/down the street,</i></p> <p><i>Find out about 'where they live, use directional vocabulary + become familiar with surroundings.</i></p> <p><i>Name the school and town lived in. Locate as a class on map/Google Earth.</i></p> <p><i>Familiarise self with school and identify key locations on site.</i></p> <p>Recognise similarities and differences in the immediate environment.</p> <p>Recognise some environments that are different to the one in which they live. (5 years olds)</p>	<p>Location Knowledge: Ge1 1a</p> <p>Begin to name and locate the world's seven continents and five oceans</p> <p><i>Use a world map to identify a specific continent and surrounding ocean.</i></p> <p><i>Use maps and Google Earth to begin to locate the 7 continents and 5 oceans.</i></p> <p>Location Knowledge: Ge1 1b</p> <p>Children can name, locate and identify characteristics of some of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><i>Be able to use a Map of the UK to pinpoint countries and Northamptonshire.</i></p> <p><i>Be able to identify on a map/Google Earth where SEIS is located (name the town, county, country</i></p> <p><i>Use games with maps to reinforce locational awareness.</i></p>	<p>Location Knowledge: Ge1 1a</p> <p><i>Builds On: Children have been introduced to a map of the world and have located some of the continent and oceans.</i></p> <p>Can name, locate and label the world's seven continents and five oceans</p> <p><i>Can research key characteristics of countries and name and locate them and their surrounding seas/oceans on a world map.</i></p> <p><i>Can identify a specific continent and surrounding ocean.</i></p> <p><i>Continue to revisit world maps to name and locate the world's seven continents and five oceans sometimes focussing on the specific one being studied (eg Darwin's journey to Brazil)</i></p> <p>Location Knowledge: Ge1 1b</p> <p><i>Continue to consolidate knowledge about places beyond the local environment. (Focus on London)</i></p> <p><i>To be able to find the capital of the UK on a map and name it.</i></p>	<p>Location Knowledge: Ge2 1a</p> <p>Locate and name the continents on a World Map.</p> <p>Location Knowledge: Ge2 1b</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Location Knowledge: Ge2 1c</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>

	<p>Begin to talk about some of the key features of other countries and begin to understand how these environments might vary from one another.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p><i>(From September 2021)</i></p>	<p><i>Learn about places beyond the local environment. (Focus on London/Scotland)</i></p> <p><i>Find out about food from around the world, focusing on transportation routes and naming into major ports across the country.</i></p> <p><i>Begin to map routes of fruit from around the world to the UK.</i></p> <p>Understand how some places are linked to other places</p>	<p>To name, locate and identify characteristics of some of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	
Place Knowledge	<p>EYFS PROFILE UW: The Natural World</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><i>Know about the physical and human features of Rushden</i></p> <p><i>Participate in observational walks, photos and use google maps for aerial views of the town/school site.</i></p> <p>Know about the physical and human features of the town they live in using observational walks, photos, google maps/Earth.</p>	<p>Place Knowledge: Ge 1:2a</p> <p><i>Builds on: ELG children know about similarities and differences in relation to places in the local area.</i></p> <p>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</p> <p>Local area focus</p> <p>Name, describe and compare familiar places</p> <p><i>Begin to recognise that the local area has distinct geographical features.</i></p>	<p>Place Knowledge: Ge 1:2a</p> <p><i>Builds on: Children begin to recognise that places have geographical features-some are the same and some are different. The children start to move beyond the immediate locality and consider other countries in the world.</i></p> <p>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 concentrating on islands and sea sides</p>	<p>Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level.</p> <p>Ge 2:2a</p>

	<p>Know about the physical and human features of Rushden</p> <p>Participate in observational walks, photos and use google maps for aerial views of the town/school site.</p> <p>Begin to be aware of the location of specific places in the world. (wider-world, globe, climate e.g. Poles/China, How to travel to destinations)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ELG</p>	<p>Continue to familiarise self with school and identify key locations on site.</p> <p>Talk about, find routes around school and the local area showing an awareness of where things belong.</p> <p>Learn about the immediate locality</p> <p>Know where to find specific destinations in and around the town e.g. Old South End School, Hall in the park, Hall Park, Wymington Road post box.</p> <p>Suggest ideas for improving the school environment.</p> <p>Places beyond local environment/small areas specific to capitals of the United Kingdom</p> <p>Be able to talk about and locate on a map where the Queen resides in the United Kingdom.</p> <p>Begin to make comparisons between England and another country.</p> <p>Begin to recognise that places have geographical features-some are the same and some are different</p>	<p>Are able to compare other places with Rushden saying how they are the same and different</p> <p>Begin to compare some of the key geographical features of England with another non-European country (Brazil).</p>	
<p>Human & Physical Geography</p>	<p>EYFS PROFILE: UW The Natural World</p> <p>Know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>Human and Physical Geography: Ge 1:3a</p> <p><i>Builds on: Daily weather and discussions about seasonal changes. The children have also participated in general discussions about climate and key features of specific countries weather patterns e.g. monsoon/hurricane.</i></p>	<p>Human and Physical Geography: Ge 1:3a</p> <p><i>Builds on: The children observing and recording the weather over a series of days. They have explored autumn through trips to the park, observational walks around the school and local area.</i></p>	<p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, Ge 2:3a</p> <p>Human geography including trade links in the Pre-roman</p>

Begin to understand the need to respect and care for the natural environment and all living things (3-4 Year Olds)

Know where in the world is cold and key features of this type of landscape

Use globes, maps, aerial photographs and other sources of information to find about the local area of another country.

Identify seasonal characteristics seen in and around school.

Understand the effect of the changing seasons on the natural world around them and changing states of matter

Use basic geographical vocabulary to refer to:

key physical features, including: woodland, field, meadow.

key human features, including: house, flat, bungalow, farm, park, school, town.

To engage with and talk about the school grounds and areas immediately surrounding the school.

Identify seasonal and daily weather patterns in the United Kingdom.

To observe and record the weather over a series of days and begin to note change and similarities.

Be able to name the 4 seasons and talk about key characteristics

Through discussion and recording to Identify how the seasons change.

To recognise and begin to explain how the weather in some differs from that in The United Kingdom

To know that the weather in some places changes with the seasons and effects the food that can be grown

Human and Physical Geography: Ge 1:3a

Builds on: Children have identified the North and South Pole on a globe.

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

To be able to name and find hot and cold countries on a world map.

Identify seasonal and daily weather patterns in the United Kingdom

Can record and are beginning to be able to identify and discuss generalised seasonal and daily weather patterns in the United Kingdom.

Human and Physical Geography: Ge 1:3a

Builds on: The children have been introduced to what hotter and colder weather is like in other places of the world. The children have used globes, atlases and ICT to locate some hot and cold places.

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

To learn the general location of the poles and the equator, using geographical vocabulary to describe their features.

Be able to discuss how climate effects plant and animal life in the rainforest.

Human and Physical Geography: Ge 1:3b

and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?

Ge 2:3b

		<p>Human and Physical Geography: Ge 1:3b</p> <p><i>Builds on: The children have talked about/use basic geographical vocabulary to refer to human/physical features in the local environment</i></p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: , forest, hill, mountain, soil, valley, vegetation, .</p> <p>key human features, including: city, town, village, factory, farm, house, office.</p> <p><i>Children continue to develop geographical vocabulary but focus on...</i></p> <p><i>town, house, city, town, village, factory, farm, house, office, shop, port, harbour and airport</i></p> <p><i>...key physical features, forest, hill, mountain, soil, valley, vegetation, .</i></p> <p><i>...are introduced to the words beach, cliff, coast and revisit port and harbour</i></p> <p><i>To use the correct geographical vocabulary for physical and human features around the school and in the immediate local area.</i></p>	<p><i>Builds on: Children have used the correct geographical vocabulary for physical and human features around the school and in the immediate local area. They had begun to talk about the immediate features of their own environment using the correct geographical vocabulary. They were beginning to compare different geographical locations saying how they are the same and different.</i></p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><i>Children continue to develop geographical vocabulary but focus on...</i></p> <p><i>key physical features, forest, hill, mountain, soil, valley, vegetation, .</i></p> <p><i>key human features, including: city, town, village, .</i></p> <p><i>To confidently use basic geographical vocabulary to refer to key physical features of areas beyond the</i></p>	
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		<p>To be able to make comparisons between the human and physical features of Rushden with a seaside resort.</p>	<p>immediate local area and into the wider world.</p> <p>To use the words 'physical/human features' in general discussions about the country being studied.</p> <p>Be able to identify human and physical features of Brazil/other seaside location.</p>	
<p>Geographical Skills & Field work</p>	<p>EYFS PROFILE: The Natural World</p> <p>Talk about what they see using a wide vocabulary (3-4 Year Olds)</p> <p>Explore the natural world around them (5 Year Olds)</p> <p>Use observation fieldwork and identify key human/physical features of the school and surrounding areas.</p> <p>Use everyday language to talk about positions and distance to solve problems</p> <p>Describe relative position such as behind or next to (Maths links).</p>	<p>Geographical Skills & Field work Ge 1:4a</p> <p><i>Builds on: The children have been introduced to simple maps and a globe.</i></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p><i>To be able to use the correct terminology to name maps, atlases and globes and know what they are used for</i></p> <p>To use world maps, atlases and globes to begin to name and locate the world's seven continents and five oceans</p> <p>Geographical Skills & Field work Ge 1:4b</p> <p><i>Builds on: Children have explored simple directional vocabulary in their play and through the use of IT.</i></p>	<p>Geographical Skills & Field work Ge 1:4a</p> <p><i>Builds on: The children have begun to use maps, atlases, globes and digital technology and understand what they are used for</i></p> <p>To continue to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p><i>Use Google Earth to find specific holiday destinations and identify the continent the country is located within. (pertinent to the children)</i></p> <p><i>To confidently use maps, atlases, globes and digital/computer mapping (Google Earth) to locate specific countries and describe features of the areas being studied</i></p>	<p>Geographical Skills & Field work Ge 2:4a</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries & describe features studied.</p> <p>Geographical Skills & Field work Ge 2:4b</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of UK & wider world</p> <p>Geographical Skills & Field work Ge 2:4c</p> <p>Use fieldwork to observe/record</p>

Discuss likes dislikes (walk to park and walking school land).

To be able to recognise maps and begin to use them for a specific purpose (hedgehog hunt/pirate maps), drawing maps (pirate maps).

To use various forms of communication to make simple maps of the school playground and immediate locality.

To use globes, maps, aerial photographs and other sources of information to find about the local area of another country.

To initiate ideas to enhance the school environment e.g. how can we improve our outside area.

To become increasingly aware of the impact of simple environmental issues (litter)

Listening attentively and responding to what they hear with relevant questions, comments and actions.

To engage with and talk about the school grounds and areas immediately surrounding the school.

Draw information from a simple map (5 year Olds)

Begins to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Identifies the four points of a compass and can use this to describe places in the school environment and United Kingdom.

Geographical Skills & Field work Ge 1:4c/d

Builds on: The children have been shown Google Earth, atlases and a globe to locate specific countries in the world e.g. Poles/China. They have used physical objects to make simple maps, drawn treasure maps and looked at maps. The children have been 'Out and About' in the school grounds and surrounding local area.

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.

Use aerial photographs and plan perspectives to

To use follow a simple map to designated area locally (in/out of Rushden)

To use a map to find their way around a destination in the local area, whilst recognising landmarks and basic human and physical features.

Geographical Skills & Field work Ge 1:4b

Builds on: The children have been introduced to and begun to use the four compass directions. They have used simple plan views/maps and been shown how observable features can be reflected on a simple plan. The children have become familiar with the geography beyond the school grounds through observations, photography and drawing simple plans of routes. They have also been introduced to Google Earth.

To continue to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Geographical Skills & Field work Ge 1:4c

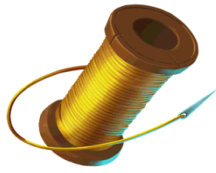
To continue to use aerial photographs and plan perspectives to recognise

human/physical features in local area using a range of methods, including sketch maps, plans and graphs, digital technologies.

Geographical Skills & Field work Ge 2:4d

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

		<p>recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><i>To understand how and begin to create simple plans views/maps to plot observable features.</i></p> <p><i>Draw a simple route and be able to use correct directional language to explain to others.</i></p> <p><i>To mark on key human/physical features on simple maps and plans.</i></p> <p><i>To use digital mapping to locate countries.</i></p> <p><i>To use observations and photography to become increasingly familiar with the geography beyond the school grounds.</i></p> <p><i>To communicate understanding by writing about and recording field work Inc. use of digital technology.</i></p> <p><i>To ask simple geographical questions.</i></p>	<p>landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><i>To use aerial photographs & plan perspectives to recognise landmarks and basic human and physical features of Brazil/UK</i></p> <p>Geographical Skills & Field work Ge 1:4d</p> <p>To continue to 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</p>	
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Golden Threads & Key Vocabulary

The 'sticky knowledge' and supporting **vocabulary** that children will be taught in different contexts in each year group with increasing depth and complexity



What am I **LEARNING** today?

Place, Location and Knowledge of, or about the World

Rushden and its place in the wider world

My school is **SEIS** - it is in a town called **Rushden**. I live in / or near **Rushden**

Rushden is in **England** which is a country in the world. Some countries are similar to **England**, some are very different and I can describe those similarities and differences.

I have looked at **Rushden** and **England** on a map and I have looked at globes and maps for other countries.

home, town, park, street, shops, church, road, school, **SEJS**, environment, world, country, similar, different, left, right, forwards, backwards, beside

country, world, similar, different, food, transport

Rushden is a town in the county of **Northamptonshire**, **England**. The county town is **Northampton**

England is a country of the **United Kingdom** which also has **Scotland**, **Wales** and **Northern Ireland**. The capital cities are **London**, **Edinburgh**, **Cardiff** and **Belfast**.

The **United Kingdom** is an island surrounded by the **North Sea**, **Irish Sea**, **Atlantic Ocean** and **English Channel**.

The country of the **United Kingdom** is part of the continent of **Europe**. There are **7** continents - **Europe**, **Africa**, **Australasia (Oceania)** **Asia**, **North America**, **South America** and **Antarctica**.

There are **5** oceans - **Pacific**, **Atlantic**, **Indian**, **Arctic** and **Southern**. They are the water that surrounds the land masses of the continents of the world which is a sphere / globe.

transportation, food, map, locate, location, routes, **Hall Park**, **Old South End School**, **Wymington Road**

I have looked at these places on or in a map, atlas and globe and can describe **North**, **South**, **East** and **West** as directions and compass points and the poles on the globe.

Rushden is a town in the county of **Northamptonshire**, **England**. The county town is **Northampton**

London is a city that is the **Capital** city of **England** which is part of the country of the **United Kingdom** in the continent of **Europe**.

I now know and can name the **7** continents and **5** oceans and can locate them on a world map and globe.

I can describe similarities and differences in the human and physical geography of the **United Kingdom** and other countries such as **Brazil**.

key physical features:

beach, cliff, coast, forest, hill, seaside, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features:

city, town, village, factory, farm, house, office, port, harbour and shop

I know about why historically people chose to settle in different areas and how that relates to why **Rushden** is where it is and how it has changed and developed over time.

Rushden means 'valley which is rushy'. **Rushden's** growth has resulted from a number of industries, including lacemaking, farming and particularly shoemaking and associated trades

I can locate and name the continents on a map and locate the main countries of **Europe**

I can identify the position of the **Equator**, the **Northern & Southern Hemispheres**, **Tropics of Cancer** and **Capricorn** and **8** points on a compass.

<p>Physical and Human Features Interdependencies</p> <p>Impact of people on the environment and their responsibility towards the world</p>				
<p>Diversity</p> <p>Appreciating differences and similarities of people around the world</p>				