



SOUTH WOOTTON INFANT SCHOOL

Geography Progression

	EYFS	YEAR 1	YEAR 2
Location Knowledge	<ul style="list-style-type: none"> Know about their own immediate environment Comment and ask questions about aspects of their familiar world such as the place where they live and the natural world Recognise similarities and differences between their immediate environment and other environments <p>Key Vocabulary: home, school, shop, park, pond, church, tree, field, road, farm, town, village</p>	<ul style="list-style-type: none"> Name and locate local town Name and locate the four countries of the UK Name and locate the capital cities of the UK Name the UK's surrounding seas <p>Key Vocabulary: United Kingdom, England, Scotland, Wales, Northern Ireland, London, Belfast, Cardiff, Edinburgh, capital city, sea, King's Lynn</p>	<ul style="list-style-type: none"> Revise location knowledge from Year 1: Name and location of countries of the UK and their capital cities and the surrounding seas Name and locate the world's seven continents and five oceans <p>Key Vocabulary: United Kingdom, England, Scotland, Wales, Northern Ireland, London, Belfast, Cardiff, Edinburgh, capital city, town, city, village, sea, beach, hill, mountain, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica</p>
Place Knowledge	<ul style="list-style-type: none"> Know about similarities and differences in relation to places, communities, traditions, objects, materials and living things <p>Key Vocabulary:</p>	<ul style="list-style-type: none"> Observe and describe the human and physical geography of a small area of the United Kingdom <p>Key Vocabulary: London, compare, capital city, country, weather, similarities, differences, farming</p>	<ul style="list-style-type: none"> 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 non-European country, including villages/towns/cities Understand geographical similarities and differences through studying the seven

			<p>continents of the world</p> <p>Key Vocabulary: village, town, city, locality, London, compare, capital city, country, weather, similarities, differences, farming, South America, Brasilia, China, Asia, population, culture, Africa, Kenya, Nairobi, river, desert, volcano</p>
Human and Physical Geography	<ul style="list-style-type: none"> • Talk about features of their own immediate environment and how environments might vary from one another • Begin to learn about the physical and human features of geography 	<ul style="list-style-type: none"> • Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles • Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment 	<ul style="list-style-type: none"> • Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles • Use basic Geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) • Use basic Geographical vocabulary to refer to key human features (city, town, village, factory, farm, house, office, port, harbour, shop)
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> • Talk about some of the things they have observed such as plants, animals, natural and found objects • Use simple fieldwork and observational skills to study the 	<ul style="list-style-type: none"> • Use maps, atlases and globes to identify the continents and oceans being studied • Use locational and directional language (near and far, left and right) 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries • Use simple compass directions (North, East, South and West) to describe the location of features

	<p>geography of their school and its grounds</p> <p>Key Vocabulary: map, direction, route, journey, country, human, physical</p>	<ul style="list-style-type: none"> • Describe the location of features and routes on maps • Use photographs to recognise landmarks and basic human and physical features • Devise simple picture maps • Use simple fieldwork and observational skills to study the geography of their school and its grounds <p>Key Vocabulary: map, direction, route, journey, country, human, physical, plan, record, observe, key, symbols, position, the UK, changes, country, human, physical</p>	<p>and routes on a map</p> <ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key • Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas using a range of methods <p>Key Vocabulary: map, direction, route, journey, country, human, physical, compass, 4-point, North, South, East, West, plan, record, observe, aerial view, key, symbols, position, the UK, changes, tally chart, pictogram, world map, continent</p>
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