Progression of Knowledge, Skills and Vocabulary



Geography

Knowledge and Skills Progression

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| Area of Learning | Reception | Year 1 | Year 2 |
| **Locational knowledge**   * name and locate the world’s seven continents and five oceans; * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | * Recognise that a map tells us where places are * My school is in Fetcham * I live in England, in the UK * The blue on a map represents water and the green represents land | * Identify where I live in atlases, maps and globes * Identify the four countries and some of the capital cities of the UK in atlases, maps and globes * Identify the seven continents and five oceans of the world in atlases, maps and globes * Describe where I live in the United Kingdom (continent/country) in relation to the four countries of the UK and local cities | * Identify where I live in atlases, maps and globes * Identify the four countries and some of the capital cities of the UK in atlases, maps and globes * Identify the seven continents and five oceans of the world in atlases, maps and globes * Describe where I live in the United Kingdom (continent/country) in relation to the four countries of the UK and local cities |
| **Place Knowledge**   * 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. | * Explain some similarities and differences between life in this country and life in other countries * Make connections between the features of their family and other families * Other countries and people share similarities and differences with the country we live in | * Compare and contrast the Sahara Desert and Antarctica and give reasons for these similarities/differences * Geography is the study of how people are connected within different environments in the world. * There are many different uses of the land in our local area * The human and physical features of their own home | * Compare own location with location of a city a non-European city * Use maps to estimate distances between the UK and a non-European city and other locations in the world * Compare and contrast their own homes and types of traditional homes found in a non-European city * Offer reasons for similarities and differences between their own homes and those an a non-European country * x |
| **Human and Physical Geography**   * identify seasonal and daily weather patterns in the United Kingdom 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, 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. | * Identify some of the features and landmarks of places around them * Describe their immediate surroundings through observations, discussion, stories, non-fiction books and maps * Describe surroundings and identify some landmarks or features * Will use appropriate vocabulary to talk about the weather and seasons * Use language to describe the features of local area and different places (village, town, city, seaside) * Demonstrate understanding of how we can care for our environment and living things * The names of the four seasons and some types of weather * Can name the four seasons and some types of weather * Understand the need to respect and care for the natural environment and all living things (Woodland Learning) * Understand that animals live in different habitats around the world * Our world is a special place that we need to care for | * Describe physical and human geographical features of a range of environments. * Observe, measure and record the elements of daily weather using a variety of simple devices (e.g. rain gauge) * Describe and explain reasons for changes in weather during period of measurement. * Observe how different places in the world are hot and cold on a map * Locate places on a labelled world map and describe its typical daily weather * Describe and categorise living things within a rock pool habitat * The basic atmospheric elements of weather temperature, cloud cover, sunshine, atmospheric pressure, precipitation, wind, and humidity) * How the weather changes during the four seasons and why * Why the temperature of places decreases with distance from Equator toward north/south poles * The human impact on an area (pollution) and why it’s important to protect living things in this area | * Identify the key features of a traditional home in a non-European city on a simple scale plan * Compare own location with location of a city a non-European city * Use maps to estimate distances between the UK and a non-European city and other locations in the world * Compare and contrast their own homes and types of traditional homes found in a non-European city * Compare similarities between a school/school life in one school in an non-European city and their own school * The types of homes found in the locality of their school * That weather conditions change from one moment to the next * Generally, temperature decreases towards the north and south poles and increases towards the equator * The key geographical features of the Antarctic * Ways in which penguins are adapted to the Antarctic * Countries in Africa which lie within the Sahara Desert * They key geographical features of the Sahara Desert * That all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced * Describe and offer reasons for the main features of a dairy farm * Why the weather in Devon makes it a good Understand and explain why many fruits, vegetables and other ingredients used in UK homes are imported * Understand the benefits of supermarkets buying fruits and vegetables from local farmers place for dairy farming |
| **Geographical Skills and Fieldwork**   * 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; * 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; * 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 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 their senses to explore the natural environment and landmarks * Describe their immediate surroundings through observations, discussion, stories, non-fiction books and maps * Begin to use vocabulary to describe location e.g. near, far, next to etc * Use their school’s woodland area to identify features of the four seasons * Draw or make maps of real or imaginary places * Describe a familiar route * Make up their own symbols to represent features on their own maps * Listen to stories about other places in the world * Maps show what the world looks like * We can go outside to find out about our surroundings | * Use atlases, maps and globes to identify and locate the seven continents and five oceans of the world * Use Google Earth to identify familiar physical and human geographical features of school’s surrounding environment. * Observe and record examples of physical and human geographical features in the local area * Use photographs to identify human and physical features of a location * Plot a walk around the local area on a map * Draw their own map of the local area * Label pictures to show locations * Observe, measure and record the elements of daily weather using a variety of simple devices (e.g. rain gauge) * What countries and continents are * The names of the countries in the UK * How to use variety of simple devices to measure weather * A map can help us follow a route | * Use atlases, maps and globes to identify and locate the seven continents and five oceans of the world * Interpret a simple scale plan * Construct simple scale plans * Describe the weather conditions of one day in a non-European city use BBC weather forecast web pages * Use Google Earth to explain the distribution of the human and physical features of a non-European city and compare these with their own school * Maps, atlases and globes tell us about the world and where things us * Atlases can tell us about temperature, animals, landmarks (e.g. capital cities, mountains) are * What the symbols in a key mean |

Vocabulary Progression

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| Reception | Year 1  Continue to use and refer to Reception’s vocabulary and build on it with Year 1’s | Year 2  Continue to use and refer to Reception’s and Y1’s vocabulary and build on it with Year 2’s |
| Environment, village, local, nature, inside, outside, on top, next to, behind, under, around, near to, shop, house, path, church, school, road,  pavement, pub, traffic lights, flat, park,  zebra crossing, bicycle, field, pond, playground,  left, right, field, building, hut, garden, woods, map, route, Job, home, live, vehicles, location, community, local area, police station, fire station, orienteering, map, woods, tree, Local, community, home, village, river, bridge, shop, house, path, church, school, road, pavement, pub, traffic lights, flat, park, zebra crossing, bicycle, field, pond, playground, features, map, route, journey, turn, forwards, backwards, straight on, left, right, Orienteering, map, local area, route, village, shops, buildings, Jobs, career, community, taking care, woods, habitat, grass, soil, trees, leaves, bark, farm, families, Safari, woods, animals, wild, habitats, world, camouflage | Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Geo tagged; Geographical Information System (GIS); Annotated; Local area; Stadium; Change; Construction; Land use; Scale; Street; Transport; Recreation; Economic; Residential, Weather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Anemometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice; Country; City; Lagoon; Canal; Island; Equator; North Pole; South Pole; Key; Solar; Desert; Continent; Ocean; Sahara; Antarctica; Blizzard; Expedition; Environment; Atmosphere, Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Asia; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region, | Location; Settlement; Country; Nation; Village; Town; City; Europe; World; Continent; Ocean; Capital; Globe; Map; Sea; United Kingdom; England; Scotland; Wales; Northern Ireland; Great Britain; Northern Hemisphere; Southern Hemisphere; Tropic of Capricorn; Tropic of Cancer; Equator; Population; Scale; Italy; Canada; Zambia; Antarctica; Chile; New Zealand; Day; Night; Rain; Wind; Cloud; Temperature; Arctic Circle; Antarctic Circle; Climate; Polar; Temperate; Tropical; Transport; River; Commute; Economic activity; Boat; Profit; Religion Community; Tropical rainforest; Wood; Environment; Habitat; Adaptation; Satellite; Physical; Human, Continent; Ocean; Antarctica; Southern Ocean; Mountain; Valley; Snow; Ice; Blizzard; Desert; Landscape; Environment; Wind; Rain; Ice Sheet; Pebbles; Shore; Hill; Cliff; Habitat; Adapted; Africa; Iceberg; Sand dune; Arctic; Carnivore; Temperature; Summer; Winter; Predator; Food chain; Krill; Animal; Phytoplankton; Plant; River; Waterfall; Gorge; Country; Jungle, Farm; Dairy products; Supermarket; Shop; Pasture; Grass; Jersey; Channel Islands; Economic activity; Business; Raw material; County; Devon; South West England; United Kingdom; Landscape; Wood; Hedgerow; Tree; Field; Lake; Weather; Average; Temperature; Growing season; Rainfall; Sunshine; Settlement; Town; City; Village; Industry; Airport; Motorway; Office; Factory; Railway; Cathedral; Aeroplane; Trade; Plantation; Harvest; Export; Costa Rica; South America; North America; Central America; Harvest; Container ship; Import; Tropical; Calories; Vegetable; Processing; Health; Butcher; Greengrocer; Locally produced; Free-range; Refining; Vitamins; Nutrition, |