Programme of Study and Progression of Skills

Progression of skills

EYFS

This table demonstrates which early years outcomes are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant early years outcomes from nursery to end of reception (ELG), brought together from different areas of the Early Years Foundation Stage, to match the programme of study for geography.

The most relevant early years outcomes for geography are taken from the following areas of learning:

· **Understanding the World** (People, Culture and Communities and The Natural World)

Nursery	The Natural World	• Plants seeds and care for growing plants. • Understands the key features of the life cycle of a plant and an animal. • Is beginning to understand the need to respect and care for the natural environment and all living things.
	People, Culture and Communities	• Is continuing to develop positive attitudes about the differences between people. • Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos.
Reception	The Natural World	• Explores the natural world around him/her.

		• Describes what he/ she can see hear and feel whilst outside. • Recognises some environments that are different to the one in which he/she lives. • Understands the effect of changing seasons on the natural world him/her.
	People, Culture and Communities	• Talks about different members of his/ her immediate family and community. • Is able to draw information from a simple map. • Understands that some places are special to members of his/her community. • Recognises some similarities and differences between life in this country and life in other countries.
ELG - Understanding the World		• Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. (Development matters) • Describe his/her immediate environment using knowledge from observation, discussion stories, non-fiction texts and maps. (ELG people, culture and communities TT) • Is able to explain similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non- fiction texts and where appropriate maps. (ELG people, culture and communities TT) • Explores the natural world around him/her, making observations and drawing pictures of animals or plants. (ELG The natural world TT) • Knowing some similarities and differences between the natural world around him/her and contrasting environments drawing on his/her experiences and what has been read in class. (ELG The natural world TT) • Understand some important process and changes in the natural world around him/her, including the seasons and changing states of matter. (ELG The natural world TT)

Key Stage One

	Year 1	Year 2
Locational Knowledge **General geographical knowledge, position and significance, UK and Global**	**N.C. - To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.** **- To name and locate the world's seven continents and five oceans** **- To use simple compass directions (North, South, East and West)**	
	• *I know the four compass points NSEW* • *I know what a continent is and I know I live in Europe.* • *I can name, locate and identify the countries and capitals of the UK.* • *I can begin to name and locate the 7 continents*	• *I know where in the world the North and South Poles and Equator are.* • *I can identify, name and locate the 7 continents* • *I can name, locate and identify the 5 oceans.* • *I can name, locate and identify the seas surrounding the UK*
By the end of Key Stage One, children will have simple locational knowledge about individual places and environments, especially in their local area, but also in the UK and the wider world.		
Place Knowledge Human and Physical Features	**N.C. - To 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** **- To 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** **- To use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, soil, river, seasons, weather) and key human features (city, town, village, factory, farm, house, office, port, harbour, shop)**	

Simple comparisons and contexts	• *I can identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine)* • *I can describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality / at another place I have studied).* • *I can talk about and describe basic human and physical features of my locality.*	• *I can describe some human and physical differences between places near the equator and at the poles.* • *I can compare places at a local scale (e.g. where I live and another place at a similar scale in a non-European country).* • *I recognise and describe simple patterns in the environment (e.g. the variations in traffic during the day, seasonal changes).* • *I can identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles.*
By the end of Key Stage One, children can show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.		
Geographical skills and fieldwork **Enquiry, mapping, fieldwork, critical thinking, vocabulary**	**N.C. – 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** **-To use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map** **- To 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** **- 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.**	

	• *I can use plans, maps, globes, atlases and aerial images to recognise some features and places (in my locality/ in the wider world)* • *I can investigate my locality through fieldwork and make simple observations.* • *I can talk about /describe a locality using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there).* • *I can ask and answer some questions to help me investigate.*	• *I can use atlases, maps and globes to identify and describe some features and places.* • *I can make and use simple maps and plans (paper and digital) to help me investigate and compare places.* • *I can use aerial images to help me describe what a place is like and locate key human and physical features.* • *I can read, use and make simple symbols on maps and diagrams (to help me find out about places and share information).* • *I can investigate my locality through fieldwork and collect data to help me describe and compare places.* • *I can use geographical vocabulary to ask and answer questions about places and give my opinion.*
By the end of Key Stage One, children will be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.		