



Progression of Skills - Geography



	Reception	Year 1	Year 2
Locational knowledge	<p>Name the town they live in. Know the name of the road the school is in.</p> <p>Know that we live in England, by the sea and find on a map of the UK.</p> <p>Begin to show an interest in the UK and the wider world</p>	<p>Know their address and locate it on a large scale map of the local area along with the school.</p> <p>Name, locate and label the four countries making up the UK: England, Scotland, Wales, Northern Ireland and their capital cities.</p> <p>Name, locate and label the surrounding seas of the UK.</p>	<p>Locate the town and county they live in on a map of the UK. Describe where it is using key vocabulary - town, coast, South, West Sussex, England, UK.</p> <p>Recall the four countries making up the UK and research the main features of them - physical and human.</p> <p>Name, locate and label other places of importance or interest on a UK map.</p> <p>Recall the surrounding seas of the UK.</p> <p>Name, locate and label the seven continents and five oceans on a world map.</p> <p>Find the UK on a world map.</p>

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Place knowledge	<p>Explore, observe and describe their immediate environment.</p> <p>Talk about different places they have experienced or seen in books.</p> <p>Recognise that some environments are different to the one in which they live.</p>	<p>Research and talk about the human and physical features of the local environment.</p> <p>Find out where people have been on holiday or where family members live. Talk about how they are similar/different to Bognor Regis.</p> <p>Compare the features of Bognor Regis with another town of the same size in the UK which is rural.</p>	<p>Research information about the human and physical features of a town in another part of the world, e.g. Africa. Locate on a world map/globe.</p> <p>Research the above town using different sources – atlas, non-fiction books, internet, Google Earth...</p> <p>Compare the town in Africa with Bognor Regis. Describe the similarities and differences; thinking about human and physical features.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>

	Reception	Year 1	Year 2
Human and physical geography	<p>Talk about the daily weather.</p> <p>Know the four seasons in the UK and talk about changes.</p> <p>Use simple vocabulary to describe human and physical features of their immediate environment (school)</p> <p>Talk about their local environment.</p>	<p>Observe, identify and name the different types of weather seen in the UK throughout the year.</p> <p>Recall the four seasons in the UK. Observe and simply record how the weather changes.</p> <p>Locate the Equator and North and South Poles on a globe.</p> <p>Find hot and cold places on a world map and explain why they are hot/cold.</p> <p>Use geographical vocabulary to describe physical and human features of the school, it's grounds and Bognor Regis.</p> <p>Express an opinion about their local environment – what they do and don't like.</p>	<p>Compare the weather in the different countries of the UK.</p> <p>Record the weather for a week in Bognor each season – temperature, wind direction, wind speed and precipitation.</p> <p>Describe with some detail how the weather changes from season to season, using the weather records gathered.</p> <p>Recall where the equator and North and South Poles are on a globe.</p> <p>Identify the human and physical elements of hot and cold climates.</p> <p>Use geographical vocabulary to compare the physical and human features of other key places in the world.</p> <p>Give reasons for what they do/don't like about their local environment and begin to discuss how it could be improved.</p>

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Geographical skills and fieldwork	<p>Show curiosity about their environment.</p> <p>Explore maps and globes and understand what they are for.</p> <p>Draw and talk about a simple route - real, linked to a story or imaginary.</p> <p>Talk about locations using in front of, behind, next to, above...</p> <p>Look at aerial photos of the school and talk about what can be seen.</p> <p>Find information from a simple map.</p> <p>Draw simple maps of immediate environment or from story settings.</p>	<p>Ask and answer 'where, what, who' questions about their local area.</p> <p>Find places of interest (including UK countries and seas) on a globe, in a map, in an atlas.</p> <p>Draw and describe a simple route using left, right, up, down, along, behind, in front...</p> <p>Talk about locations/features on a map using near, far.</p> <p>Look at aerial photos of the local area and describe what can be seen. What are the key landmarks?</p> <p>Recognise basic human and physical features from aerial photos.</p> <p>Understand a simple key to recognise features on a map.</p> <p>Create a simple map of the local environment.</p>	<p>Ask and answer 'where, what, who, why, how' questions about the UK and the wider world.</p> <p>Find places of interest (Including UK countries, seas, continents and oceans) on a globe, map, atlas, on aerial photographs and using Google Earth.</p> <p>Describe and draw a familiar route showing simple compass directions</p> <p>Talk about locations/features on a map using North, South, East, West.</p> <p>Look at aerial photos and plan perspectives of the school, local area, UK and wider world and discuss what can be seen. What are the key landmarks?</p> <p>Locate and discuss human and physical features from aerial and plan perspective photos.</p> <p>Use a more detailed key to recognise features on a map.</p> <p>Create a map of the local area, using basic symbols in a key.</p> <p>Use simple grid references when looking at or devising maps.</p>