



### Geography Progression Map

Area of Study	EYFS	Year 1	Year 2
Locational Knowledge	<p>In Reception- Recognise some environments that are different from the one in which they live. (Place Knowledge) Location of China when celebrating Chinese new year.</p> <p>ELG- 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; Locating their own class in relation the rest of the school.</p>	<p>Name and locate the 4 countries of the United Kingdom.</p> <p>Identify characteristics of the 4 countries, naming capital cities within the and the surrounding seas of the UK.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</p>	<p>Name and locate all of the world's 7 continents</p> <p>Name and locate all of the world's 5 oceans.</p> <p>Kenya's location in relation to the equator and the reasons for the warm climate.</p>
Geographical skills used to study Locational Knowledge	<p><i>Collect and analyse data/interpret geographical information</i></p> <p>Fieldwork- mapping routes around school</p>	<p><i>Collect and analyse data/interpret geographical information</i></p> <p>Reading maps and interpreting geographical information such as map symbols. Ask simple geographical questions and discuss responses to understand where the countries are located within the wider UK.</p> <p>Use world maps, atlases and globes to identify the UK and its countries</p> <p><i>Communicate geographical information in a variety of ways (</i></p> <p>Use directional language forwards, backwards, introduce left and right to describe the location of features and simple routes on a map.</p>	<p><i>Interpret geographical information-</i></p> <p>Use atlas and maps to locate places.</p> <p><i>Collect and analyse data</i></p> <p>Research the names and locations of the continents and oceans from the atlas/maps</p> <p>Observe human and physical features to research characteristics of continents.</p> <p>Observe human and physical features to research characteristics of continents.</p> <p>Observe human and physical features to research characteristics of continents.</p> <p><i>Interpret geographical information-</i></p> <p>Understanding the purpose of journey lines and using them to navigate.</p> <p>Use research to understand characteristics of climates.</p> <p><i>Communicate geographical information in a variety of ways (Maps, numbers and writing.)</i></p> <p>Constructing journey lines.</p>
Place Knowledge	<p>ELG- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Study of Chinese New Year and Chinese culture.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European -</p> <p>Study of Mexico and Mexican culture.-</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European</p> <p>Study of Kenya in Africa- Using skills gained from year 1 to place Africa within the context of continents and the oceans that border Africa. Using collecting and analysing skills to build on previous learning from Year 1 study of Mexico.</p>



<p><b>Geographical skills used to study Place Knowledge</b></p>	<p><i>Interpret geographical information-</i> Using the information collected to complete independent learning in continuous and enhanced provision e.g. attempting Chinese writing and understanding that this conveys meaning in the same way as words written in English.</p>	<p><i>Collect and analyse data-</i> Researching life, school life, rainforest, maps and mapping, capital cities, landscapes.</p> <p><i>Interpret geographical information</i> Making comparisons Understanding in the context of habitats of the rainforest. Comparing similarities and differences within Mexico and in relation to the UK.</p> <p><i>Communicate geographical information in a variety of ways (Maps, numbers and writing.)</i> Recording findings in a variety of ways.</p>	<p><i>Interpret geographical information-</i> Using atlas and maps to locate places. Understanding compass points and their purpose.</p> <p><i>Collect and analyse data</i> Use fiction and non-fiction books, reference books, maps, and the Internet Researching animals that are found locally in Kenya. Collecting information about the Maasai tribes and their culture.</p> <p><i>Communicate geographical information in a variety of ways-</i> Constructing maps. Comparing and contrasting to answer the enquiry question.</p>
<p><b>Human and Physical Geography (evident and referenced in each unit of study)</b></p>	<p>In Reception- Understand, the effect of changing seasons on the natural world around them. (Human and Physical Features) Autumn and Spring walks to observe and identify changes.</p> <p>ELG- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>	<p>Describe seasonal and daily, weather changes.</p> <p>Understanding the difference between physical and human features in relation to the units studied in year 1 and beginning to use geographical language to explain what we observe.</p>	<p>Use geographical vocabulary to refer to key features of places such as:</p> <p><b>Physical</b> ocean, equator, beach, cliff, coast, forest, hills, mountain, sea, river, valley, vegetation,</p> <p><b>Human</b> city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>Learn about characteristics including physical and human features of the continents using geographical research and enquiry.</p>
<p><b>Geographical Skills and Fieldwork</b></p>	<p>In Reception- Draw a simple map (Mapping Skills and Geography Fieldwork) Mapping our route (Autumn/spring walk)</p> <p>ELG- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Mapping their route in class map- drawing representations</p>	<p>Ask simple geographical questions and discuss responses.</p> <p>Make simple maps and plans.</p> <p>Use world maps, atlases and globes to identify the UK and its countries Use simple observational skills to study the geography of the school and its grounds.</p> <p>Use directional language forwards, backwards, introduce left and right to describe the location of features and simple routes on a map.</p> <p>Introduce simple compass symbols as a way of navigating a map. Use simple fieldwork and observational skills to study the geography of the school.</p>	<p>Ask geographical questions, understand how we might answer them and discuss responses.</p> <p>Devise simple maps and use and construct basic symbols on a key.</p> <p>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.</p> <p>Use directional language near, far, left and right to describe location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its surrounding area</p> <p>Use simple compass directions (North, East, South and West) and locational language. Understand the purpose of a key and compass direction on a map.</p>