



Progression of Skills and Knowledge in Geography – EYFS and KS1

Geography Intent: At Earlsmead Primary School, we believe that Geography ‘underpins a lifelong “conversation” about the earth as the home of humankind.’

Our aim is that key Geographical knowledge, skills and values are taught, sought and caught in learning and life. Our Geography curriculum uses the Kapow scheme of work and is adapted and developed for pupils with a range of needs, abilities and interests. We provide all our pupils with localised knowledge and real or life-like experiences: by exploring our local area, the children firstly familiarise themselves with a sense of place. Pupils are then given opportunities to extend their learning beyond the local area, into the UK and then the wider world. Geographical knowledge and skills are progressive at Earlsmead Primary School. We seek to inspire in children a curiosity and fascination about the Earth and its people, in order to become life-long learners and responsible citizens of the world.

Key Area	Year N	Year R	Year 1	Year 2
Units of Learning	<p>Topic based activities:</p> <ul style="list-style-type: none"> - This Is Me - Let’s Celebrate - X Factor Rhymes - Watch Us Grow - Awesome Pawsome - What’s Out There? 	<p>Autumn 2 – Around the world.</p> <p>Spring 2 – Outdoor adventures.</p> <p>Summer 2 – Maps: Exploring maps.</p>	<p>Autumn 2 – Local area: What is it like to live in Harrow?</p> <p>Spring 1 – Weather: What is the weather like in the UK?</p> <p>Summer 1 – Shanghai: What is it like to live in Shanghai?</p>	<p>Autumn 1 – Hot and cold zones: Would you prefer to live in a hot or cold place?</p> <p>Spring 1 – Wonderful world: Why is our world wonderful?</p> <p>Summer 1 – Coasts: What is it like to live by the coast?</p>



Key Area	Nursery	Reception	Year 1	Year 2
Locational Knowledge	<p>Understanding the World – The Natural World</p> <p>Investigate the Nursery area and school grounds</p>	<p>Development Matters: Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that they are different from the one which they live.</p> <p>Understand that some places are special to the members of their community.</p> <p><u>ELG</u></p> <p>Understanding the World – People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Understanding the World – The Natural World</p> <p>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.</p>	<ul style="list-style-type: none"> - Locating two of the world’s seven continents on a world map (Europe and Asia). - Locating two of the world’s oceans (Atlantic and Pacific Ocean) on a world map. - Locating the four countries of the United Kingdom (UK) on a map of this area. - Show on a map which country they live in and locate its capital city. 	<ul style="list-style-type: none"> - Locate all the world’s seven continents on a world map. - Locate the world’s five oceans on a world map. - Locate the surrounding seas of the UK on a map of this area. - Locate the capital cities of the four countries of the UK on a map of this area. - Show Harrow on a map in relation to London, Insects



Key Area	Nursery	Reception	Year 1	Year 2
Place Knowledge	<p>Understanding the World – People, Culture and Communities</p> <p>-Identify different places to visit: home, nursery and school grounds.</p>	<p>Understanding the World – People, Culture and Communities</p> <ul style="list-style-type: none">- Use the home corner to compare contrasting environments e.g. services from the local area (doctor's surgery, grocery shop, vet).	<ul style="list-style-type: none">- Name some key similarities between their local area and a small area of a contrasting non-European country.- Name some key differences between their local area and a small area of a contrasting non-European country.- Describe what physical features may occur in a hot place in comparison to a cold place.- Know that life elsewhere in the world is often different to ours.- Know that life elsewhere in the world often has similarities to ours.	<ul style="list-style-type: none">- Describe and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.- Describe and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.- Know some similarities and differences between our local area and a contrasting non-European country.



Key Area	Nursery	Reception	Year 1	Year 2
Human and Physical Geography	<p>Understanding the World</p> <ul style="list-style-type: none"> - Name objects around us in the classroom and school 	<p>Understanding the World – People, Culture and Communities</p> <ul style="list-style-type: none"> - Talk about the roles of people who help us in the local area e.g. police, nurse, doctor, fireperson, bus driver. - Describe how changes in the natural world impact on people e.g. clothes, weather, activities. 	<ul style="list-style-type: none"> - Describe how the weather changes with each season in the UK. - Describe the daily weather patterns in their locality. - Confidently use the vocabulary 'season' and 'weather'. - Know the four seasons of the UK. - Know that 'weather' refers to the conditions outside at a particular time. - Know that different parts of the UK often experience different weather. - Know that a weather forecast is when someone tries to predict what the weather will be like in the near future. - Know that weather conditions can be measured and recorded. - Recognise some physical features in their locality. - Recognise some human features in their locality. 	<ul style="list-style-type: none"> - Locate some hot and cold areas of the world on a world map. - Locate the Equator and North and South Poles on a world map. - Locate hot and cold areas of the world in relation to the Equator and the North and South poles. - Know that the Equator is an imaginary line around the middle of the Earth. - Know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. - Describe the key physical features in a local river area using basic geographical vocabulary. - Describe the key physical features of a coastline and how it changes over time using subject specific vocabulary. - Know some key physical features of the UK. - Describe and understand the differences between a city, town and village. - Describe the key human features of a coastline and how it changes over time using subject specific vocabulary.



Key Area	EYFS	Year 1	Year 2
Geography Skills and Fieldwork	<p>Nursey</p> <ul style="list-style-type: none"> - Identify and name different areas in the nursery. -Use the school grounds to talk about things they see. <p>Reception</p> <p>Draw and follow a map of the classroom and/or playground.</p> <p>Fieldwork:</p> <p>Go outside to draw pictures of the natural environment.</p>	<ul style="list-style-type: none"> - Using an atlas to locate the UK and begin to locate the four capital cities of the UK - Using a map of the UK to locate the four countries. - Using a world map and globe to locate two of the world's seven continents (Europe and Asia) Using an atlas to locate the Atlantic Ocean and Pacific Ocean. - Using directional language to describe the location of objects in the classroom and playground. - Using directional language to describe features on a map in relation to other features (real or imaginary). - Responding to instructions using directional language to follow routes. - Beginning to use the compass points (N, S, E, W) to describe the location of features on a map - Recognising local landmarks on aerial photographs. - Recognising basic human features on aerial photographs. - Recognising basic physical features on aerial photographs. - Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. - Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. - Adding labels to sketch maps. Using simple picture maps and plans to move around the school. 	<ul style="list-style-type: none"> - Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. - Using a world map, globe and atlas to locate all the world's seven continents and the world's five oceans. - Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. - Using locational language and the compass points (N, S, E, W) to describe the route on a map. - Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. - Using a map to follow a prepared route. - Recognising landmarks of a city studied on aerial photographs and plan perspectives. - Recognising human features on aerial photographs and plan perspective - Recognising physical features on aerial photographs and plan perspectives - Drawing a map and using class agreed symbols to make a simple key. - Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. - Finding a given OS symbol on a map with support. - Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). - Using an aerial photograph to draw a simple sketch map using basic symbols for a key.



Key Area	Nursery	Reception	Year 1	Year 2
Sustainability	Taking care of our resources Recycling within the classroom	Impact of people: how can we take care of our school environment? e.g. recycling.	Impact of people: how can we take care of our local environment? (What is it like here?)	The impact of people in cities, towns and villages. What will the different challenges be and what can be done about it? E.g. crowded cities and pollution.



Key Vocabulary	Nursery	Reception			Year 1		Year 2	
	Inside Outside Nursery Home School Police Nurse Doctor Fireperson Bus Driver Map World Seasons Weather	above aerial bird's eye view building car park direction feature field find house identify journey lake look map park path photograph pirate river road route search town treasure village	autumn bark bent big bright colour dark dry winter wet feather feel flower freezing frosty gentle hard hot leaf long look loud notice observe	rain rough see seed short snow soft small smell sound sour spiky spring straight summer sun sunny sweet tickly touch twig	aerial photograph aerial view city land sea village country location town atlas directional language features map symbol country distance globe place locate north improve map questionnaire survey	location continent season climate weather capital city compass harbour human feature physical feature metro port transport skyscraper	continent locate ocean sea globe map land country human feature physical feature savannah grasslands rural Equator vegetation urban arid temperate polar rain gauge temperature weather tropical mild thermometer vegetation desert ice sheet tropical pack ice	location landmark capital city aerial photograph map sketch map key directional language north OS map symbol scale habitat fieldwork bar chart data collection cliff coastline island sand dunes coast aquarium pier tourist village town pictogram