

## Geography Progression of Skills Key Stage 1

	Nursery	Reception	Year 1 Hi Ho Wolverhampton, Toys, Toys, Toys and Kings and Queens	Year 2 Chocolate! London's Buring and The Plague and American Roadtrip	End of Key stage expectations
<b>Location Knowledge</b>		<ul style="list-style-type: none"> <li>To talk about similarities and differences in relation to places, objects, materials and living things.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise similarities and differences in their immediate environment</li> <li>To talk about people and places beyond their local environment</li> <li>To locate and label the continents and five oceans</li> <li>Name and locate the four countries making up the British Isles</li> </ul>	<ul style="list-style-type: none"> <li>Name the four countries making up the British Isles</li> <li>To locate and label the continents and five oceans</li> <li>To know the main river running through each country of the British Isles</li> <li>Use maps to identify and label the countries of North America</li> <li>Identify key human and physical characteristics of North America</li> </ul>	<ul style="list-style-type: none"> <li>Name, identify and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas.</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>Notice detailed features of objects in their environment (22-36)</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects (30-50)</li> </ul>	<ul style="list-style-type: none"> <li>To talk about the features of their own immediate environment and how environments might vary from one another</li> </ul>	<ul style="list-style-type: none"> <li>To talk about Wolverhampton</li> <li>To talk about the homes and families of people in another country (within the EU)- link to Kings and Queens topic</li> <li>To talk about and find their way around school showing an awareness of where things belong and people within school</li> <li>Compare a local city/town with a contrasting city (coastal town/city)</li> </ul>	<ul style="list-style-type: none"> <li>Compare England with a contrasting country in the World</li> <li>Make comparisons between England compared to North and South America</li> <li>To compare two contrasting cities (Wolverhampton with New York)</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.</li> </ul>
<b>Human and Physical</b>	<ul style="list-style-type: none"> <li>Looks closely at similarities and differences, patterns and change (40-60)</li> </ul>	<ul style="list-style-type: none"> <li>To make observations of the environment and explain why some things occur and talk about changes</li> </ul>	<ul style="list-style-type: none"> <li>To express their views on features of the environment of Wolverhampton</li> <li>To show their knowledge, skills and understanding in studies about Wolverhampton.</li> <li>To use resources and observations to ask and respond to questions about places and environments.</li> <li>Compare and contrast two British localities in terms of weather. Identify patterns of weather in the UK and link this to seasons.</li> </ul>	<ul style="list-style-type: none"> <li>To name and locate hot and cold places in relation to the equator in North and South America</li> <li>To explore hot and cold climates (Vegas/Canada)</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South Poles</li> <li>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.</li> <li>Key human features: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>

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			<ul style="list-style-type: none"> <li>✚ Compare and contrast a city and rural location.</li> </ul>		
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>✚ Enjoys playing with small world models such as farm, a garage or a train track (22-36)</li> <li>✚ Uses positional language (30-50)</li> </ul>	<ul style="list-style-type: none"> <li>✚ Children use everyday language to talk about positions and distance to solve problems</li> <li>✚ Can describe their relative position such as behind or next to (40-60 SSM)</li> </ul>	<ul style="list-style-type: none"> <li>✚ Develop maps of the local environment.</li> <li>✚ Where are the shops located in Royton etc.</li> <li>✚ Draw journeys the children go on. Journey to school. Journey to Grandmas etc...</li> <li>✚ Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries</li> </ul>	<ul style="list-style-type: none"> <li>✚ Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>✚ Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ 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</li> </ul>