



Geography Progression of Skills EYFS and KS1

This document has been designed to show how we will cover all of the relevant geography knowledge and skills across our school. The context in which these are taught is down to the discretion of teachers, where possible trying to match the content of their unit to their year group's termly topic. Please see the individual Year Group's Termly overview to see the content of the Geography studied at St Michael's School.



<p>EYFS Area of Learning:</p> <p>Understanding the World -The World - People and communities.</p>	<p>KS1 Areas of study</p> <ul style="list-style-type: none"> - Locational knowledge - Place knowledge - Human and physical geography - Geographical skills and fieldwork 		
<p>EYFS</p> <p>People and Communities</p> <p><u>ELG</u></p> <ul style="list-style-type: none"> • To know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Locational Knowledge</p>	<p>Year 1</p> <ul style="list-style-type: none"> o Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<p>Year 2</p> <ul style="list-style-type: none"> o Name and locate the world's seven continents and five oceans.
<p>The World</p> <p><u>30-50 Months</u></p> <ul style="list-style-type: none"> • To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment. 	<p>Place Knowledge</p>	<ul style="list-style-type: none"> o 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 using Barnaby Bear/class bear. 	<ul style="list-style-type: none"> o 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 concentrating on islands and sea sides
<p><u>40-60 Months</u></p> <ul style="list-style-type: none"> • To look closely at similarities, differences, patterns and change. <p><u>ELG</u></p> <ul style="list-style-type: none"> • To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. 	<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> o Identify seasonal and daily weather patterns in the United Kingdom. o Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles o Use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, soil, valley, vegetation, o Key human features, including city, town, village, factory, farm, house, office. 	<ul style="list-style-type: none"> o Use basic geographical vocabulary to refer to: o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	<p>Geographical Skills and Fieldwork</p>	<ul style="list-style-type: none"> o Use world maps, atlases and globes to identify the United Kingdom and its countries. o 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. o Use simple compass directions (North, South, East and West) 	<ul style="list-style-type: none"> o 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. o 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. o 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.