



Geography skills progression

EYFS	KS1	Year one	Year two	Both year groups
<p><u>Range 5 (3-4 years)</u></p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment <p>Shows interest in different occupations and ways of life indoors and outdoors</p> <ul style="list-style-type: none"> • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <p><u>Range 6 (4-5 years)</u></p> <p>Looks closely at similarities, differences, patterns and change in nature</p> <ul style="list-style-type: none"> • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes <p>.Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>	<p>Locational knowledge</p> <p>Name and locate the World's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Place knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area of a contrasting non-European country.</p> <p>Human and physical geography</p> <p>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 the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Geographical skills and fieldwork</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 simple compass directions and simple directional language to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct symbols on a key</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p>			



Statutory ELG (5- 6 years): The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.