



Progression in Geography

	FS 1	FS 2	Year 1	Year 2
Locational knowledge Human and physical geography	Knowledge and Understanding of the World end point: 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		National Curriculum end point: Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas Name and locate the world's seven continents and five oceans	
	<ul style="list-style-type: none"> Children can talk about home and community life e.g. home routines, childminders, teachers, family Children find out about others experiences e.g. circle time, news. Develop positive relationships with community members e.g. teachers, people who help us Talk and asks questions about their locality, including the natural world. (own home, own street, Sandridge Road, make visits to local shop and/or park and make collections and observations about plants, animals, natural and found objects e.g. seed, sequins) Use conversation to extend vocabulary about their local area and environment to promote talk about observations and to ask questions 	<ul style="list-style-type: none"> Children can talk about home and community life e.g. clubs Children find out about others experiences e.g. circle time, news, Learning Partners Invite families with experiences of living in different countries including the UK e.g. visitors, Global Families Talk and asks questions about their locality and their natural world including plants, animals, natural and found objects Use appropriate words, e.g. city, village, station, The Heath, local parks – Clarence/Verulamium, museum. 	<ul style="list-style-type: none"> Know the four compass points – NSEW, and locational and directional language e.g. near, far to describe the location of features and routes on a map Know what a continent is and 'I know I live in Europe' Name, locate and identify characteristics of the countries and capitals of the UK (England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff) 	<ul style="list-style-type: none"> Know where in the world the North and South Poles and Equator are. Identify, name and locate the seven continents (Asia, North America, South America, Europe, Antarctica, Africa, Australia) Name, locate and identify the five oceans (Atlantic, Indian, Arctic, Pacific, Southern Oceans) Name, locate and identify the seas surrounding the UK (Atlantic, Irish Sea, The North Sea, The English Channel)
Understanding Place Human and physical geography	Knowledge and Understanding of the World end point: 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		National Curriculum end point: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (St Albans,) and of a small area in a contrasting non-European country 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	
	<ul style="list-style-type: none"> Children to take part in daily 'what is the weather today?' and observe the season Use community knowledge to extend experiences of the world (visitors) Increase awareness of features of the environment e.g. Sandridge Road, The Heath, railway bridge 	<ul style="list-style-type: none"> Children to take part in daily 'what is the weather today?' and observe the season Use community knowledge to extend experiences of the world (visitors) Observe and identify features and places in the natural world. E.g. Heath 	<ul style="list-style-type: none"> Identify the daily and seasonal weather using appropriate vocabulary Describe how weather can change during a day or what it is likely to be at different times of the year (in my locality/or another place I have studied) e.g. snow on Alps 	<ul style="list-style-type: none"> Describe some differences between places near the Equator and at the Poles Compare places at a local scale (e.g. where I live and another place at a similar scale in a non-European country)

	<ul style="list-style-type: none"> Introduce vocabulary to enable children to talk about their observations and ask questions. E.g. talk about their journey to school 	<p>playground, corner shop, Cathedral, Verulamium Park, St Peters Street</p> <ul style="list-style-type: none"> Talk about features of their immediate environment and how environments might vary from one to another Look closely and identify similarities and differences in relations to objects and places including pattern and change including seasonal changes, and contrast locations (cold places.) Pattern in the environment e.g. brickwork, drains, fences 	<ul style="list-style-type: none"> Talk about and describe my locality e.g. The Heath, cathedral, urban, city, rural, River Ver, Sandridge Road, St Peters Street 	<ul style="list-style-type: none"> Recognise simple patterns in the environment e.g. variations in traffic and seasonal changes Identify hot and cold areas of the world. (using globes and atlases) in relation to the Equator, North and South Poles
Geographical skills and fieldwork	<p>Understanding of the World end point: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explore the natural world around them, making observations and drawing pictures of animals and plants</p>		<p>National Curriculum end point: (summary) Use world maps, atlases, and globes Use simple compass directions and locational language (near, far) Use aerial photographs – devise a simple map and symbols in a key Use simple fieldwork and observational skills to study the geography of their school and surrounding environment</p>	
	<ul style="list-style-type: none"> Introduce vocabulary to enable children to talk about their observations and ask questions. E.g. talk about their journey to school Explore maps, small world equipment to create own environments e.g. car mats, world mat, birds eye view. Learn about characteristics – hot/cold, busy/quiet Explore using magnifiers, photographs and natural objects Use stories to make sense of different environments Understand the effect their behaviour can have on the environment Know that information can be retrieved from books, people, digital devices and the internet 	<ul style="list-style-type: none"> Notice and discuss patterns. E.g. rubbings, grates, covers, bricks, tree bark, flower petal Introduce vocabulary to enable children to talk about their observations, ask questions and share opinions. E.g. talk about their journey to school, busy, quiet pollution Examine photos and maps (car mats, world mat, birds eye view) and visit local places Record findings – drawing, writing, making a model, map making, imaginary landscapes or photographing Use stories to make sense of different environments Understand the effect their behaviour can have on the environment Know information can be retrieved from books, people, digital devices and the internet Use the internet with adult supervision to find and retrieve information 	<ul style="list-style-type: none"> Use plans, maps (birds eye view), globes, atlases and aerial images to recognise features and places to identify the UK and it's countries Investigate my locality through field work and make simple observations e.g. school, school field, and key human and physical features of the surrounding environment - allotment, traffic, St Albans, Sandridge Road/local roads. Describe my locality using appropriate vocabulary. E.g. features, location, geographical characteristics such as weather and what happens there Ask and answer some questions to help me investigate 	<ul style="list-style-type: none"> Use plans, maps (birds eye view), globes, atlases and aerial images to recognise features and places to identify the UK and it's countries (Y1) as well as the countries, continents and oceans (Y2) Make and use simple maps and plans (paper and digital) to help me investigate and compare places (use and construct basic symbols in a key) Investigate my locality through field work and collect data to help me describe and compare places e.g. St Albans city centre, The Quadrant, Clarence Park, Verulamium Park, The Heath (same and different) Use geographical vocabulary to ask and answer questions about places and give my opinion