

Audley Infant School

GEOGRAPHY PROGRESSION IN SKILLS	NURSERY	RECEPTION	YEAR 1	YEAR 2
LOCATION KNOWLEDGE	Describe the immediate environment using knowledge from observation, discussion and stories.	Talk about the features of their own immediate environment of the school, local community and places they experience.	Name and Locate the Arctic and Antarctic. Name and locate the world's seven continents and five oceans.	Name and locate the four countries making up the British Isles, with their capital cities. Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate Pakistan and India on a map and their key places
PLACE KNOWLEDGE	Talk about how there are different countries in the world and talk about the differences they have experienced or seen in photos.	Recognise some similarities and differences between different places and communities in this country, drawing on 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 experience and knowledge from stories, non-fiction texts and when appropriate maps.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	Understand geographical similarities and differences through studying human and physical geography of a small area of the UK Kingdom, and of a small area in a contrasting non-European country.

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<p>HUMAN AND PHYSICAL GEOGRAPHICAL KNOWLEDGE</p>	<p>Show interest in different occupations and ways of life.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p>	<p>Express their opinions on natural and built environments.</p> <p>They make observations of animals and plants and explain why some things occur and talk about change.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Identify seasonal and daily weather patterns in the UK</p> <p>Name, locate and identify the Arctic and Antarctic on maps and globes and find out about features of both places to compare and contrast.</p>	<p>Compare and contrast the human and physical features of a British locality with a non-European locality.</p> <p>Make simple comparisons between features of different places.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>
<p>GEOGRAPHICAL SKILLS AND FIELDWORK</p>	<p>Children use everyday language to talk about their position.</p> <p>Draw, write and talk about what they see in their environment.</p>	<p>Develop awareness of features of the environment in the setting and immediate local area, e.g. walk around the local area.</p> <p>Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school.</p> <p>Devise a simple map; maps of school playgrounds</p> <p>Use directional language to describe the location of features and routes on a map- Near, far, left and right.</p> <p>Begin to learn compass directions North, east, south and west.</p>	<p>plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key.</p> <p>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 and the key human and physical features of its environment.</p>

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GEOGRAPHICAL SKILLS –ENQUIRY AND INVESTIGATION	Show interest in the lives of people who are familiar to them.	<p>Comment/ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Show care and concern for living things and the environment.</p>	<p>Ask and answer simple geographical questions.</p> <p>Express their views on some features of their environment.</p> <p>Describe similarities and differences when studying places and features.</p>	<p>Ask and answer simple geographical questions.</p> <p>Make observations about features that give places their character.</p> <p>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments</p>
GEOGRAPHICAL VOCABULARY	Town, weather, hot, cold, soil, here, there, near, far	Season, world, village, countryside, farm, factory, house, hill, sea, beach, shop, map	Near, far, wet, sunny, hot, dry, cold, house, school, street, shop coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, valley, North Sea, Irish Sea, the channel, mountain, river, office, atlas, left, right	Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert, Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe, Northern Hemisphere, Southern Hemisphere