

St Philips EYFS/KS1 Geography Skills/Knowledge Progression Map



Locational Knowledge	EYFS	Year 1	Year 2
Name and locate the world's seven continents and five oceans.	N/A to EYFS but children can learn about location knowledge by drawing information from a single map.	Can locate some major cities, oceans and continents on a UK and world map. Can use a world map, atlas or globe to name and locate the seven continents and five oceans.	Can identify and name the relevant continents.
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	N/A to EYFS but children can learn about location knowledge by drawing information from a single map.	Can name most of the nations and capitals of the UK. Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.	Can name the capitals of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK.

Place knowledge	EYFS	Year 1	Year 2
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.	Children can recognise similarities and differences between life in this country and life in other countries.	Can describe in some detail the local area and distant locations' features using images to support answers. Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities. Know that people do jobs and that where they live (e.g. coastline) might affect this. Have some sense of what animals eat and the dangers (human or physical) animals might encounter.	Can demonstrate locational awareness, name their local area, and that they live in the UK. Know that weather can be different in different parts of the UK. Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.

Human and physical geography	EYFS	Year 1	Year 2
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Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles.	Children can understand the effect of changing seasons and can explore the natural world around them.	<p>Show limited awareness of weather differences.</p> <p>Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles.</p> <p>Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area.</p> <p>Identify seasonal weather patterns.</p>	<p>Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.</p> <p>Know that weather can be different in different parts of the UK.</p> <p>Start to give reasons why the UK has the weather it does (e.g. wind).</p>
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<i>Geographical vocabulary</i>	EYFS	Year 1	Year 2
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.	N/A to EYFS but children can describe what they see, hear and feel whilst outside.	<p>Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features).</p> <p>Can use appropriate vocabulary in relation to the human and physical features of local and distant locations.</p> <p>Can describe the physical and human geography of a distant place.</p> <p>Can recognise a natural environment and describe it using geographical</p>	<p>Can identify multiple weather types.</p> <p>Can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather).</p> <p>Write sentences about different weather types using good vocabulary.</p> <p>Can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city),</p>

		vocabulary. They can relate this to the animals studied in the unit.	naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Can give reasons for choices. Correctly use most of the key vocabulary given in the unit.
Use basic geographical vocabulary to refer to key human features, including; city, town, village, factory, farm, house, office, port, harbour and shop.	Vocabulary does not apply to EYFS but children will 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.	Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings). Can use appropriate vocabulary in relation to the human and physical features of local and distant locations. Describe the physical and human geography of a distant place.	Talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. Can identify and name some of the wonders (of the world). Give reasons for choice of local wonders. Correctly use most of the key vocabulary given in the unit.

<i>Geographical skills and fieldwork</i>	EYFS	Year 1	Year 2
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.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.	Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK. Can use a wall map or atlas to locate and identify countries taught in the unit.	Can locate the UK and name the countries of the UK. Can use an atlas to name and locate on a map the four countries and capital cities of the UK. Can use atlas, map or globe to locate some wonders (of the world).

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.	N/A to EYFS but children will Describe a familiar route. and will discuss routes and locations.	Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings). Can use appropriate language when talking about maps and locations. Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).	Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).
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.	Can describe their immediate environment and life in this country and in other countries using knowledge from observation, discussion, stories, non-fiction texts and maps.	Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).	Can use and understand basic weather symbols. Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features. Correctly use most of the key vocabulary given in the unit.
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.	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	Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass	Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.

	in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	directions and locational language prompted by their journey stick).	
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St Philip’s uses Rising Stars Geography curriculum materials