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**Geography Curriculum Progression**

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|  | **EYFS** | | **KS1** | |
| **Nursery** | **Reception** | **Year 1** | **Year 2** |
| Vocabulary  Key Vocabulary | I know & can use simple geographical vocabulary e.g. near/far up/down, wet, dry. | I can describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house. | I am beginning to use and understand basic geographical specific vocabulary relating to human and physical geography  **I can use some of these specific key vocabulary to describe:**  **physical features** (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)  **key human features** (city, town, village, factory, farm, house, office, port, harbour, shop, address)  I can use mathematical vocabulary to describe position and location | I use and understand basic geographical specific vocabulary relating to human and physical geography  **I can use these specific key vocabulary to describe:**  **physical features** (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)  **key human features** (city, town, village, factory, farm, house, office, port, harbour, shop, address)  I can use mathematical vocabulary to describe position and location |
| Location & Place Skills | I notice things in the place where I am and react to them by commenting.  I can ask questions. | I can respond to questions – like what and where?  I know that there are different counties in the world and talk about the differences they have experienced or seen in photos | I can name & locate some of the world’s 7 continents and 5 oceans.  I can name,& identify some characteristics of the 4 countries & capital cities of the UK.   I understand geographical similarities and differences through studying the human & physical geography of a small area of the UK & contrasting non-European country. | I can name & locate all of the world’s 7 continents and 5 oceans  I can name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas  I understand geographical similarities and differences through studying the human & physical geography of different parts of the UK. |
| Human & Physical Geography Enquiry and Communication Skills | I can use secondary sources – pictures, photos, stories, films to find out about a place | I can tell you what a place is like in simple terms  I recognise that there are some similarities and differences between life in this country and life in other countries  I recognise that some environments are different to the one in which they live | I can use observational skills and ask and respond to questions.  I can identify seasonal/ daily UK weather patterns  I can study the key human and physical features of the surrounding environment of my school  I begin to explain how/why I can find information from aerial photographs.  I use and apply Maths to help me to show learning | I can use observational skills and ask and respond to questions.  I can identify seasonal/ daily UK weather patterns  I can study the key human and physical features of the surrounding environment of my school  I begin to explain how/why I can find information from aerial photographs.  I use and apply Maths to help me to show learning |
| Fieldwork Skills | I can use some of my senses to observe places | I can identify simple types of buildings & places around me and know their own special features | I can use simple fieldwork and observational skills to study the geography of my school and its grounds.  I can complete a chart to express opinions during Fieldwork.  I use first hand observation to investigate places - the  school grounds, the streets around and the local area.  I can recognise and record different types of land use, buildings and environments | I can use simple fieldwork and observational skills to study the geography of my school and its grounds.  I can complete a chart to express opinions during Fieldwork.  I use first hand observation to investigate places - the  school grounds, the streets around and the local area.  I can recognise and record different types of land use, buildings and environments |
| Globe, Map & Plan Reading Skills | I can play games with globes & maps. | I can draw my own simple picture maps, plans with labels of places I know, or imaginary places/ stories.  I may use my own symbols. | I use world maps, atlases and globes to identify UK.  I can identify the countries, continents and oceans studied.  I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | I use world maps, atlases and globes to identify UK & its countries.  I can identify the countries, continents and oceans studied.  I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. |
| Map Work Skills | I can follow directions – up, down, left and right | I can draw round objects 1:1 to get plan view  I may be able to identify local features on aerial photograph. | I can follow a route on prepared maps (left/right) & find information.  I can use simple compass directions (NSEW)  I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.  I can make a simple map  (e.g. from a story).  I can use & construct basic symbols in a key | I can follow a route on prepared maps (left/right) & find information.  I can use simple compass directions (NSEW)  I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.  I can make a simple map  (e.g. from a story).  I can use & construct basic symbols in a key |