

## Emmaville Primary School

### Progression of Geography Knowledge - Early Years, Year 1 and Year 2

	EYFS	Year 1	Year 2
Locational Knowledge	<ul style="list-style-type: none"> <li>• Begin to compare and contrast different families and aspects of home lives.</li> <li>• To discuss and begin to describe own significant places such as home and school. To understand that places can have similarities and differences.</li> <li>• To develop a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they use regularly, showing an awareness of where things belong and of the people within school and at home.</li> <li>• Begin to introduce the concept of a world outside of our own surroundings</li> <li>• I can begin to identify the locations of their home and school and other familiar places.</li> <li>• To begin to describe locations using simple locational and directional language.</li> <li>• To begin to ask and answer simple geographical questions linked to location e.g. Where is...?</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate where we live <b>Term 1 pre-week 1</b> <b>Local fieldwork study</b></li> <li>• Name and locate the four countries of the UK on a map, atlas or globe. <b>Term 1 Week 1: London</b> <b>Term 3 Week 1: Edinburgh</b></li> <li>• Name and locate the four capital cities of the UK on a map, atlas or globe. <b>Term 1 Week 1: London</b> <b>Term 3 Week 1: Edinburgh</b></li> <li>• Name and locate the UK's surrounding seas. <b>Term 1 Week 5: Stonehenge</b> <b>Term 3 Week 1: Edinburgh</b></li> <li>• Name and locate the world's seven continents. <b>Term 2 Week 7: Moscow</b> <b>Term 3 Week 9: Tokyo</b></li> <li>• Name and locate the world's five oceans. <b>Term 2 Week 7: Moscow</b></li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate where we live.</li> <li>• Name and locate the four countries of the UK on a map, atlas or globe.</li> <li>• Name and locate the four capital cities of the UK on a map, atlas or globe.</li> <li>• Name and locate the UK's surrounding seas. <b>Term 1 Week 3: Manchester</b></li> <li>• Name and locate the world's seven continents.</li> <li>• Name and locate the world's five oceans. <b>Term 1 Week 9: Cairo</b></li> </ul> <p><b>ALSO, TO BE REFERRED TO IN EVERY GEOGRAPHY LESSON WHEN INTRODUCING A NEW LOCATION</b></p>

	<ul style="list-style-type: none"><li>• Begin to compare and contrast different families and aspects of home lives</li></ul>	<b>ALSO, TO BE REFERRED TO IN EVERY GEOGRAPHY LESSON WHEN INTRODUCING A NEW LOCATION</b>	
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<p>Place Knowledge</p>		<ul style="list-style-type: none"> <li>Recognise and talk about the key features and places in our school location <b>Term 1 pre-week 1</b> <b>Local fieldwork study</b></li> <li>Observe and describe the similarities and differences between our school location and a school location in: <b>Term 1 Week 3 Cape Town, South Africa</b></li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe the human and physical geography of a small, area of the United Kingdom with a contrasting location: <b>Term 2 Week 1: The Scottish Highlands</b> <b>Term 2 Week 3: Honolulu</b></li> </ul>
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<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>• To discuss and begin to describe own significant places such as home and school.</li> <li>• To develop a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they use regularly, showing an awareness of where things belong and of the people within school and at home.</li> <li>• To understand that places can have similarities and differences.</li> <li>• To begin naming features/familiar places within the local environment e.g. school, home, house, road, park.</li> <li>• To make observations of the local environment and begin to understand why some things occur and/or change.</li> <li>• To identify and begin to describe the daily weather and seasons using basic vocabulary.</li> <li>• To identify similarities and differences between familiar places using basic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between human and physical geography. <b>THROUGHOUT THE YEAR</b></li> <li>• Use basic geographical vocabulary to refer to key physical features such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. Physical features: <b>Term 2 Week 5: Giants Causeway</b> <b>Term 3 Week 7: Kenya</b></li> <li>• Use basic geographical vocabulary to refer to key human features such as city, town, village, factory, farm, house, office, port, harbour and shop. <b>Term 1 Week 7: Barcelona</b> <b>Term 2 Week 9: Mumbai</b></li> <li>• Describe and identify seasonal and daily weather patterns and changes in the UK: <b>Term 1 Week 9: Lake District</b></li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North &amp; South Poles: <b>Term 3 Week 3: Sydney</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between human and physical geography. <b>THROUGHOUT THE YEAR</b></li> <li>• Use basic geographical vocabulary to refer to key physical features such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. Physical features: <b>Term 1 Week 9: Cairo – The Nile</b> <b>Term 3 Week 9: Durham – The Wear</b></li> <li>• Use basic geographical vocabulary to refer to key human features such as city, town, village, factory, farm, house, office, port, harbour and shop. Human features: <b>Term 2 Week 7: Beijing</b> <b>Term 3 Week 7: New York</b></li> <li>• Describe and identify seasonal and daily weather patterns and changes in the UK. <b>Term 1 Week 1: Plymouth</b></li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North &amp; South Poles. <b>Term 3 Week 3: Antarctica</b></li> </ul>
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<p><b>Geographical Skills and Fieldwork</b></p>	<ul style="list-style-type: none"> <li>• Identify a map.</li> <li>• Begin to make attempts at drawing a map.</li> <li>• Make attempts to draw and label features of familiar environments and imaginary places.</li> <li>• Begin to use secondary sources (e.g. photographs, sketches or films) to find out about places.</li> <li>• Fieldwork enquiry and practical skills: Make basic observations of familiar environments, including identifying some similarities and differences between places.</li> <li>• Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</li> <li>• Academic skills: Begin to ask and answer simple questions about what has been observed.</li> <li>• Introduce simple directions and encourage children to give each other simple directions.</li> <li>• Begin to recognise maps in story books and within play equipment.</li> <li>• Begin to recognise symbols on an imaginary map.</li> <li>• Begin to recognise and use picture maps and globes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds.</li> <li>• Use a simple picture map to move around the school.</li> <li>• Devise a simple map.</li> <li>• Follow directions (Up, down, left/right, forwards/backwards) <b>Term 1 Pre-Week 1: Local Area Study</b></li> <li>• Use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment. <b>Term 3 Week 5: Wylam</b></li> <li>• Use simple compass directions (NSEW) and locational and directional language (for example near &amp; far, left &amp; right). <b>Term 1 Week 1: London</b></li> <li>• Begin to use infant atlases and world maps to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. <b>THROUGHOUT THE YEAR</b></li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions (as yr. 1 and inc'. NSEW)</li> <li>• Use simple compass directions (NSEW) and locational and directional language (for example near &amp; far, left &amp; right), to describe the location of features and routes on a map. <b>Term 3 Week 5: Liverpool</b></li> <li>• Find land/sea on globe.</li> <li>• Use an infant atlas World maps, atlases and globes. <b>THROUGHOUT THE YEAR</b></li> <li>• Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features.</li> <li>• Devise a simple map and use and construct basic symbols in a key.</li> <li>• Begin to understand the need for a key. Use class agreed symbols to make a simple key. <b>Term 1 Week 5: London</b></li> <li>• Use large scale OS maps. <b>Term 3 Week 9: Durham</b></li> <li>• Zoom in and out of a map. Draw a simple route. Highlight areas. Add an image to a map. <b>Term 2 Week 5: Paris</b></li> </ul>
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