

# Emscote Infant School

## Geography Skills Progression – Reception to the end of KS1

### KS1 Areas of study:

#### **Locational knowledge**

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

#### **Place knowledge**

- 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

#### **Human and physical geography**

- 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
- 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
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### **Geographical skills and fieldwork**

- 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
- 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
- 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
- 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

	Reception	Year 1	Year 2	Vocabulary
Location Knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UW- PCC)	<p><b>Spring - Where's Wally in Warwick</b></p> <ul style="list-style-type: none"> <li>- Name and locate local town</li> <li>- Name and locate the four countries of the UK and use key vocabulary</li> </ul>	<p><b>Autumn - Healthy Living</b></p> <ul style="list-style-type: none"> <li>- Name and locate the world's seven continents and five oceans. (where food is grown/comes from and why) and use key vocabulary.</li> </ul> <p><b>Spring - Space and light</b></p> <ul style="list-style-type: none"> <li>- Name and locate the world's seven continents and five oceans. (As seen from space station) and use key vocabulary</li> </ul> <p><b>Summer - Incredible People</b></p> <ul style="list-style-type: none"> <li>- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas and use key vocabulary.</li> <li>- Name and locate the world's seven continents and use key vocabulary.</li> </ul>	United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.
Place Knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UW- PCC)	<p><b>Spring - Where's Wally in Warwick</b></p> <ul style="list-style-type: none"> <li>- Observe and describe the human and physical geography of a small area of the UK (Warwick) and use key vocabulary.</li> </ul> <p><b>Summer - Just imagine</b></p> <ul style="list-style-type: none"> <li>- Understand the geographical similarities and differences through studying the human and physical geography of a small</li> </ul>	<p><b>Summer - Incredible People</b></p> <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a non-European country</li> </ul>	South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture,

		<p>area of the UK (Warwick) and a small area in a contrasting non-European country. (e.g. Gakonga - Africa)</p>		<p>Africa, Kenya, Nairobi, river, desert, volcano.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Human and Physical Geography</p>	<p>Explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -when appropriate - maps. (UW-PCC)</p> <p>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 (UW-NW)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons. (UW-NW)</p>	<p><b>Autumn - Traditional Tales</b></p> <ul style="list-style-type: none"> <li>- Use basic geographical vocabulary to refer to physical and human features of their school and its grounds and of the surrounding area - compare to settings in traditional Tales</li> </ul> <p><b>Spring - Where's Wally in Warwick</b></p> <ul style="list-style-type: none"> <li>- Use basic geographical vocabulary to refer to physical and human features of their school and its grounds and of the surrounding area.</li> </ul> <p><b>Summer - Just imagine</b></p> <ul style="list-style-type: none"> <li>- Identify seasonal/ daily weather patterns in the UK -Link to Science</li> <li>- Identify the location of hot and cold areas of the world. (e.g. Pieter Bruegel, seasons portraits)</li> </ul>	<p><b>Autumn - Healthy Living</b></p> <ul style="list-style-type: none"> <li>- Identify the location of hot and cold area of the world in relation to the equator and the north and south poles. (where food is grown/comes from and why)</li> </ul> <p><b>Spring - Space and light</b></p> <ul style="list-style-type: none"> <li>- Use basic geographical vocabulary to refer to key physical features and human features of the wider world.</li> </ul> <p><b>Summer - Incredible People</b></p> <ul style="list-style-type: none"> <li>- Identify seasonal and daily weather patterns in the UK and the location of hot and cold area of the world in relation to the equator and the north and south poles. (Linked to science)</li> </ul>	<p>Physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; human features, city, town, village, factory, farm, house, office, port, harbour and shop.</p>

Geographical Skills and Fieldwork

Explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -when appropriate - maps. (UW-PCC)

**Autumn - Traditional Tales**

- Use locational and directional language (e.g. near and far, left and right) Describe the location and features and routes on maps.
- Story maps of traditional tales

**Spring - Where's Wally in Warwick**

- Use maps, atlases and globes to identify the continents and oceans studied at this key stage.
- Use locational and directional language (e.g. near and far, left and right) Describe the location and features and routes on maps.
- Use photographs to recognise landmarks and basic human and physical features devise simple picture maps.
- Use simple field work and observational skills to study the geography of their school and its grounds.

**Summer - Just imagine**

- Use maps, atlases and globes to identify the continents and oceans studied at this key stage.

**Autumn - Healthy Living**

- Use world maps, atlases and globes to identify the UK and its countries.
- Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. (Tesco's visit)

**Spring - Space and light**

- Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features: devise a simple map and use and construct basic symbols in a key.

**Summer - Incredible People**

- Use world maps, atlases and globes to identify the UK and its countries.
- Use simple compass directions to describe the location of features and routes on a map. (map of route to Warwick castle)
- Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. (Warwick castle)

compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.