

### Geography Progression of Skills EYFS to end of KS1

The document below demonstrates how we structure and sequence our geography curriculum across the school to ensure our pupils gain a rich and wide range of skills, knowledge and vocabulary, effectively built upon year on year.

Children will be taught locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork through the following topics.

Year Group	Locational Knowledge-Immediate locality	Place knowledge-immediate locality.	Human and Physical Geography-immediate locality
EYFS	<p>Name places in their immediate locality, e.g. Maids Moreton, Buckingham, Milton Keynes.</p> <p>Identify simple characteristics of familiar immediate locations.</p>	<p>Identify physical and human features of their own immediate locality, e.g. home town/school. Express likes and dislikes.</p> <p>Talk about how familiar environments may differ from one another.</p>	<p>Identify key features of their own locality.</p> <p>Use simple geographic vocabulary to describe their own locality.</p> <p>Describe simple changes in the weather and seasons.</p>

Year A	Let's Go to China	Magical Mapping	Beside the Seaside
KS1	<p>Use simple world maps, atlases and globes to identify the location of China in relation to the UK.</p> <p>Draw a simple map of China and locate the capital city.</p> <p>Identify and compare physical and human features of their own locality and a contrasting non-European location, noting similarities and differences. [China]</p> <p>Compare their own life to the life of a child in the two contrasting locations. Express preferences.</p> <p>Identify cultural differences between their own locality and the contrasting localities studied.</p> <p>Compare features of the capital city, Beijing with another capital city, London.</p> <p>Understand the importance of farming in China and explain how rice is grown and produced.</p> <p>Ask geographical questions to find out about places and begin to give reasoning.</p>	<p>Compare different types of map.</p> <p>Explain a range of key features of maps.</p> <p>Identify a range of map symbols</p> <p>Use compass directions [North, South, East, West] to describe how to move around a map.</p> <p>Plan a route using key vocabulary, positional and directional language.</p> <p>Compare aerial and ground level view photographs. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Make comparisons between features of different places.</p> <p>Devise simple maps positioning objects in the correct location; and use and construct basic symbols in a key</p> <p>Understand that objects, when shown on maps, are being looked at from above [bird's eye/plan/aerial view] and begin to use bird's eye representations in own map drawings.</p> <p>Use world maps, atlases and globes to identify the UK and its countries and capital cities.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>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 in the context of aerial photographs.</p>	<p>Use simple UK maps and atlases to identify the key seaside resorts in the UK.</p> <p>Identify similarities and differences between a coastal town and their own inland location.</p> <p>Compare their own life to the life of a child in the two contrasting locations. Express preferences.</p> <p>Use geographical vocabulary to describe human and physical features of seaside locations. e.g. cliff, coast, sea, beach, port, harbour.</p> <p>Identify and compare physical and human features of their own locality and a contrasting UK location [a coastal, seaside town]</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p>

Year B	Our school and local area	Our Country: The UK	Wonderful World
KS1	<p>Make observations of the school grounds, village [Maids Moreton] and local town [Buckingham] and identify key human and physical features of their immediate locality.</p> <p>Make comparisons between features of different places.</p> <p>Use aerial photographs of the locality to identify the location of our school, other significant places and where they live in the local area. Understand sense of place in relation to home and school.</p> <p>Use simple fieldwork &amp; observational skills to study the surrounding environment</p> <p>Plot the route that they take to school. Describe the location of features and routes on a map. Use locational and directional language.</p> <p>Devise a simple map and use basic symbols in a key.</p>	<p>Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Identify simple characteristics and features of the four countries and capital cities of the UK.</p> <p>Identify key features of the countries of the UK.</p> <p>Use simple UK maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the UK.</p> <p>Make comparisons and note simple geographical similarities and differences through studying the human and physical geography of the four countries within the UK</p> <p>Explain what London is like using key geographical vocabulary.</p>	<p>Name and locate the world's seven continents and five oceans.</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>Use world maps, atlases and globes to identify the countries, continents and oceans studied.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Understand and locate simple climate zones using key terms.</p> <p>Use compass directions (NESW), locational and directional language. Make comparisons between features of different places</p>

	<p>Use and follow directional vocabulary in the context of children's own environment.</p> <p>Recognise a range of map symbols and understand their use. Use different maps and understand the key features of maps.</p> <p>Explain the order an address is written.</p> <p>Express views about the environment and begin to suggest improvements with reasoning.</p>		
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**Weather and Seasonal Changes Year A through science curriculum**

Identify seasonal and daily weather patterns in the United Kingdom.

Understand what weather forecasts show.

Explain weather dangers and how people can protect themselves.

Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies.

Make tables and charts about the weather.

Use basic geographical vocabulary to refer to: vegetation, season and weather.

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.

Make recordings about the weather with some support. Know how weather can affect people's lives.

Make comparisons between different types of weather and places studied.

Make observations about the weather using description and some explanation.

Answer questions about animals in the local habitat at different times in the year.

Gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction.