



Progression Map: Geography



KS1 National Curriculum	EYFS	Year 1	Year 2
<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 	<p>Understand that when we look at a map and globe, blue indicates the sea.</p>	<p>Understand that when we look at a map, green indicates land and blue indicates a sea/ocean.</p>	<p>Name and locate the world's seven continents</p> <p>Name and locate the world's seven continents (revision) and five oceans</p>
<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p>Understand that we live in Cheshunt and that Cheshunt is in the country of England.</p>	<p>Name & locate the countries & capital cities of the United Kingdom (England and London, Scotland and Edinburgh – could link to St Andrew's Day in November)</p> <p>Name & locate the countries & capital cities of the United Kingdom (Wales and Cardiff –St David's Day in March, Northern Ireland and Belfast –St Patrick's Day in March)</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><i>(Could be compared to other locations studied in Year 2)</i></p>
<p>Place knowledge</p> <ul style="list-style-type: none"> 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 	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>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 and globes.</p>	<p>Understand the human and physical geography of a small area (Cheshunt and seaside) of the United Kingdom</p> <p>Understand geographical differences through studying the human and physical geography of a small area (Cheshunt and seaside location) of the United Kingdom</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area (Cheshunt) of the United Kingdom, and of a small area in a contrasting non-European country (Jamaica)</p>

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<p>Human & physical geography</p> <ul style="list-style-type: none"> identify seasonal & daily weather patterns in the United Kingdom & the location of hot & cold areas of the world in relation to the Equator & the North & South Poles 	<p>Recognise some environments that are different from the one in which they live.</p> <p>Explore the natural world around them.</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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom (to be repeated termly). How will this impact our lives e.g. what we wear? What different activities we can do?</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. What do people do in these places?</p>
<ul style="list-style-type: none"> use basic geographical vocabulary: <ul style="list-style-type: none"> physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather) human features: (city, town, village, factory, farm, house, office, port, harbour & shop) 	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, hill, sea, season and weather key human features, including: house, school and shop 	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, forest, hill, mountain, sea, ocean, river, season and weather key human features, including: city, town, village, factory, farm, house, office and shop 	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including vocabulary previously taught, forest, hill, mountain, sea, ocean, river, season and weather new vocabulary: coast, soil, valley, vegetation. key human features, including: city, town, village, factory, farm, house, office and shop new vocabulary: port and harbour

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<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 	<p>Use world maps and globes to identify the different countries that are relevant to themselves and their families.</p>	<p>Use world maps and globes to identify the United Kingdom and its countries (in relation to the UK)</p>	<p>Use world maps, atlases and globes to identify and recognise the outline of the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Begin to have an awareness of simple grid references (e.g. A1, B1).</p>
<ul style="list-style-type: none"> 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 	<p>Use positional language to plan routes around their immediate environment – forwards, backwards, turn towards, over, under, next to</p>	<p>Use locational and directional language, for example, near and far; left and right (link to Cheshunt and the seaside)</p> <p>Use locational and directional language, for example, near and far; left and right, to describe the location of features and routes on a map (link to Cheshunt and seaside)</p>	<p>Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map (in first taught unit)</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map (in second taught unit)</p>
<ul style="list-style-type: none"> 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 	<p>Draw information from a simple map</p>	<p>Devise a simple map (of KS1) and use basic symbols in a key</p> <p>Use aerial photographs (of the school grounds) to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols in a key</p>	<p>Devise a simple map (of Cheshunt with Burleigh in the centre); and use and construct basic symbols in a key.</p> <p>Use aerial photographs (of Cheshunt) 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</p>

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<ul style="list-style-type: none"> 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. 	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Use simple fieldwork and make observations to study the geography of their school and its grounds.	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.