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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 oceansI can name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seasI 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 termsI recognise that there are some similarities and differences between life in this country and life in other countriesI 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 schoolI begin to explain how/whyI 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 schoolI begin to explain how/whyI 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 - theschool 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 - theschool 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 viewI 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 |