

St John's C of E Infant School  
Knowledge, Skills and Vocabulary Progression Map

## Geography

	EYFS	Year 1	Year 2
<b>Knowledge of Location and Place</b>	<p><b>Knowledge</b></p> <p>Begin to identify the locations of their home and school and other familiar places.</p> <p>Begin to describe locations using simple locational and directional language.</p> <p>Begin to ask and answer simple geographical questions linked to location e.g. Where is...?</p> <p>Discuss and begin to describe own significant places such as home and school.</p> <p>Begin to identify the main geographical features of their immediate environment.</p> <p>Understand that places can have similarities and differences.</p> <p>Develop a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they use</p>	<p><b>Knowledge</b></p> <p>Name the four countries of the UK and their capital cities.</p> <p>Name and locate the seven continents.</p> <p>Know that places be can be compared in many ways e.g. size, amenities, transport, location or weather.</p> <p>Identify geographical characteristics of the four countries and capital cities of the UK</p> <p>Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history.</p> <p><b>Skill</b></p> <p>Observe and describe some geographical similarities and differences between familiar places e.g. their street, school grounds, Churt area.</p> <p>Recognise the difference between physical and human features.</p>	<p><b>Knowledge</b></p> <p>Name and locate the four countries of the UK and their capital cities.</p> <p>Name and locate the seven continents and five oceans of the world.</p> <p>Describe some geographical similarities and differences between the continents of the world based on their locations.</p> <p>Identify and locate the North and South Poles and the Northern and Southern Hemispheres.</p> <p>Identify and locate the Equator, Arctic Circle and Antarctic Circle.</p> <p>Identify and locate continents that have significant hot or cold areas.</p> <p>Identify and locate places studied on a range of maps.</p> <p>Observe and describe some geographical similarities and differences between locations studied.</p> <p><b>Skill</b></p>

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	<p>regularly, showing an awareness of where things belong and of the people within the school and at home.</p> <p><b>Vocabulary</b></p> <p>Churt main road, crossroads, next to, near, close, far away.</p> <p>Name, place, feature, same, different.</p>	<p><b>Vocabulary</b></p> <p>Churt, Headley Down, Farnham, Beaconhill, United Kingdom + four countries of UK and capital cities Republic of Ireland British Isles Great Britain North Sea Irish Sea English Channel Europe Africa</p> <p>Continents- Asia Australia North America South America Antarctica</p> <p>Location- local, national, landscape, community physical/human similarity/difference.</p>	<p>Explain the similarities and differences in the lives of children in the locations studied.</p> <p>Explain the difference between human and physical geographical features.</p> <p>Identify reasons why the places studied are significant and the people or groups who they are significant for.</p> <p><b>Vocabulary</b></p> <p>Churt, Headley Down, Farnham, Beaconhill, United Kingdom + four countries of UK and capital cities Republic of Ireland British Isles Great Britain North Sea Irish Sea English Channel Europe Africa</p> <p>Continents- Asia Australia North America South America Antarctica</p> <p>South Pole Arctic Circle Antarctic Circle Equator, oceans - Pacific Ocean Atlantic Ocean Indian Ocean Arctic Ocean Southern</p>
<p><b>Human and Physical Geography</b></p>	<p><b>Knowledge</b></p> <p>Begin naming features/familiar places within the local environment e.g. school, home, house, road, park.</p> <p><b>Skills</b></p>	<p><b>Knowledge</b></p> <p>Begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features.</p> <p><b>Skills</b></p>	<p><b>Knowledge</b></p> <p>Explain the main differences between human and physical geographical features.</p> <p>Understand and use a range of basic geographical vocabulary to identify key human and physical features of the places studied.</p> <p><b>Skills</b></p>

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	<p>make observations of the local environment and begin to understand why some things occur and/or change.</p> <p>Identify and begin to describe the daily weather and seasons using basic vocabulary.</p> <p>Identify similarities and differences between familiar places using basic vocabulary.</p> <p><b>Vocabulary</b></p> <p>School, playground, home/house road/street, park, shop, field, hill, beach, river, sea, hot/cold weather +</p> <p>Weather- sun, rain, wind, snow ice, seasons. Spring, Summer, Autumn, Winter</p>	<p>Identify key human and physical features of familiar places including the school, its grounds and the surrounding environment.</p> <p>Begin to express opinions on the features of the immediate local environment.</p> <p>Use some basic geographical vocabulary to identify key human and physical features of places studied</p> <p>Identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season. ∞ (Science and forest school)</p> <p><b>Vocabulary</b></p> <p>(capital) city, town, village, farm, shop, port/harbour, coast, beach, cliff, forest, mountain, ocean, weather (+ weather vocab) temperature, season/seasonal + (names of seasons).</p> <p>Weather- sun, rain, wind, snow ice, Hail, storm, thunder, lightning, fog</p> <p>Seasons. Spring, Summer, Autumn, Winter</p>	<p>Make simple comparisons between the key human and physical features of places studied (e.g. Churt, and Amazon Rainforest)</p> <p>Express a range of opinions on the features of Churt, and suggest improvements that could be made.</p> <p>Discuss where in the world is hot and cold in relation to the Equator, Arctic and Antarctic Circles and North and South Poles.</p> <p><b>Vocabulary</b></p> <p><b>Landmark, Equator, desert, valley, vegetation, island.</b></p> <p><b>Weather- sun, rain, wind, snow ice, Hail, storm, thunder, lightning, fog, mist, gale, hurricane,</b></p> <p><b>Seasons. Spring, Summer, Autumn, Winter</b></p>
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<p><b>Skills and Fieldwork</b></p>	<p><b>Skills:</b> Identify a map. Begin to make attempts at drawing a map. Make attempts to draw and label features of familiar environments and imaginary places. Begin to use secondary sources (e.g. photographs, sketches or films) to find out about places.</p> <p><b>Fieldwork, enquiry and practical skills:</b> Make basic observations of familiar environments, including identifying some similarities and differences between places. Use everyday language to talk about distance and relative positions (behind, next to) in the local environment. ∞ (mathematics)</p> <p><b>Vocabulary</b> <b>Map, place, behind/in front of, next to, above, below, inside, outside, along, around, up, down, left, right.</b></p>	<p><b>Skills:</b> Use a globe and world map and locate continents and Use a UK map to identify countries, capitals and surrounding seas. Begin to follow routes on prepared maps. ∞ (Mathematics) Draw own maps and plans. Begin to use aerial/satellite photos and plan perspectives to recognise familiar features.</p> <p><b>Fieldwork enquiry and practical skills</b> Engage in simple, teacher led fieldwork enquiries. Begin to use first-hand observation, including using the senses, to identify features/patterns including similarities and differences. Begin to use simple locational (e.g. near/far).</p> <p><b>Vocabulary</b> <b>Globe, world map, atlas, aerial photo, route,) direction near/far/further left/right high/higher.</b></p>	<p><b>Skills:</b> Use world maps, globes and atlases to identify locations studied. Use compass directions/directional language (eg. N, E, S, W) Devise a simple map of a place in the local area. Use and construct basic symbols in a key. Begin to recognise and identify basic OS symbols. Use basic symbols in a key. Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features.</p> <p><b>Fieldwork enquiry and practical skills</b> Engage in teacher led/guided enquiries, Use first-hand observation to comment on features/patterns/ similarities and begin to measure using standard units.</p> <p><b>Vocabulary</b> <b>Symbol, key, digital map, satellite photo, label, measure, beyond, compass direction/point North/South /East/West ).</b></p>
<p><b>When I am a geographer I can.....</b></p>	<ul style="list-style-type: none"> <li>• discuss where I live and go to school.</li> <li>• talk about the daily weather.</li> <li>• draw/explore using maps</li> </ul>	<ul style="list-style-type: none"> <li>• know where I live and where I go to school.</li> <li>• know the 4 countries of the UK</li> <li>• know the seven continents</li> <li>• know some human and some physical features of my local area.</li> </ul>	<ul style="list-style-type: none"> <li>• name and locate the four countries of the UK and their capital cities.</li> <li>• name and locate the seven continents and five oceans of the world.</li> </ul>

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		<ul style="list-style-type: none"><li>• discuss daily and seasonal weather.</li><li>• use a map of the UK</li></ul>	<ul style="list-style-type: none"><li>• locate the equator and discuss hot and cold places.</li><li>• make comparisons between human and physical features.</li><li>• make comparisons between places locally and globally.</li><li>• use a simple map and key</li></ul>
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