



Geography Curriculum Knowledge and Skills Progression Document

***This Document is to be used in conjunction with the Geography Vocabulary Progression Document.**

Geography Knowledge, Skills and Understanding EYFS

- Can they share things they know about places which are familiar to them e.g. school, shops?
- Can they talk about how they may look after their world?
- Do they talk about experiences relating to the natural and 'made' world e.g. it is raining or a man made the house?
- Can they talk about similarities and differences between themselves and others, among families, communities and traditions?
- Can they make simple observations and drawings in relation to the natural world and changes which occur within it (e.g. weather / seasons)?
- Children begin to use positional vocabulary to talk about geographical location (E.g. near, far, close to, away from)
- Can they talk about people around them and the different roles / jobs they may have?
- Can they describe the environment using knowledge from observations, discussions, stories, non-fiction texts and maps?
- Can they explain similarities and difference between life in their country and life in other countries (drawing on knowledge from stories, non-fiction texts and when appropriate, maps)?
- Can they explore the natural world around them, making observations and drawing pictures?
- Can they make observations about how things might change over time (E.g. leaves falling off trees / seasons)
- Can children place pictures/ photos of physical or human features of the school in relation to each other in order to create a very simple map?
- Can children use objects to create simple 3-D maps? (E.g. using Lego/toys)
- Can they keep a weather chart and start to look for simple patterns e.g. it's cold in winter?



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Geography Knowledge, Skills and Understanding Year 1

Locational Knowledge	Place Knowledge	Human and Physical Geography	Fieldwork and Enquiry Skills
<p>Can they name and locate the 4 countries that make up the UK, including capital cities and landmarks?</p> <p>Can they name the surrounding seas of the UK?</p> <p>Are they able to start to develop the concept of a continent and that England / Kenya are countries within the continents of Europe / Africa?</p> <p>Can they name and start to locate the world's seven continents and the five oceans?</p>	<p>Can they talk about where they live within the UK (Alvaston /Derby) and say what they like / don't like about their locality? (Referring to aspects of physical and human geography.)</p> <p>Can they compare their own locality with a contrasting locality in the UK eg London? (Referring to aspects of physical and human geography.)</p> <p>Can they compare the physical and human geography of an area of Kenya (Nakuru) with Derby?</p> <p>Do they recognise the cultural diversity of places in their own and different localities through looking at languages spoken, religious buildings, foods eaten Etc?</p>	<p>*Refer to Vocabulary Progression Document</p> <p>Can they use geographical vocabulary to describe and compare physical and human features of their own environment (E.g. school grounds), Derby and different localities (E.g. Nakuru)</p> <p>Can they compare the landscapes of the places which they study?</p> <p>Can they explain how the weather changes with each season?</p> <p>Can they compare weather patterns and seasons in own locality with a contrasting locality (E.g. Nakuru)?</p> <p>Can they talk about the people who live in Derby and contrasting localities, referring to food, jobs, transport, buildings etc?</p> <p>Can they say why people might / might not want to live in a particular place?</p> <p>Can they map weather data on a map of the UK using simple symbols?</p> <p>Can they point out the Equator on a globe and have an understanding that countries closet the Equator (E.g. Kenya) have a warmer climate?</p>	<p>Can they use maps, atlases and digital mapping (Google Earth) to locate places?</p> <p>Can they conduct a field work study / enquiry, with some support?</p> <p>Can they draw simple maps (E.g. classroom / outside) from 3-D maps which they have made out of objects / toys and start to draw simple maps using pictures?</p> <p>Can they start to interpret and construct simple maps with pictures they have drawn and corresponding keys?</p> <p>Can they construct simple maps to show improvements that could be made to a place? (E.g. improvements made to Elvaston castle)</p> <p>Do they understand that they can use a variety of resources to locate places and find out about them?</p> <p>Can they follow a simple map?</p> <p>Can they conduct simple surveys and create simple tallies and tables?</p> <p>Can they use photographs (inc aerial photos) to recognise basic features or landmarks of places?</p> <p>Do they know / can use the four points of a compass for simple navigation and to build their knowledge of the United Kingdom and where Derby is in relation to the rest of the UK?</p> <p>Can they use simple locational language to describe (eg near, far, NSEW)?</p>



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Geography Knowledge, Skills and Understanding Year 2			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Fieldwork and Enquiry Skills
<p>Can they name and locate the 7 continents using a world map (revisit)?</p> <p>Can they name and locate the 5 oceans of the world using a world map?</p> <p>Do they show increasing understanding and knowledge when revisiting the four countries / capital cities of the UK, including any significant landmarks?</p> <p>Do the children have an increased conceptual understanding of seas and oceans? E.g. seas are when the water meets the land and these are part of the oceans (revisit)</p>	<p>Can they compare Derby with Nuuk in Greenland, referring to the physical and human geography of the areas?</p> <p>Can they compare the cultural diversity of places through looking at languages spoken, religious buildings, foods eaten, clothes worn etc?</p>	<p>*Refer to Vocabulary Progression Document</p> <p>Can they compare places (e.g. Nuuk and Derby) in terms of human and physical features, using appropriate geographical vocabulary?</p> <p>Do they know where in the world is hot and cold, making reference to the Equator (revisit) and the poles?</p> <p>Can they compare the seasons / weather patterns in different parts of the world E.g. Derby in England with Nuuk in Greenland and Kenya in Africa?</p> <p>Can they compare different localities (e.g Nuuk, Nakuru - revisit and Derby), referring to human geography - e.g. jobs, population, buildings etc?</p> <p>Can they say where they would rather live, giving reasons linked to physical and human geography?</p> <p>Can they talk about how their local area could be improved, referring to human and physical features?</p> <p>Can they compare and contrast the human and physical geography of the Arctic and Antarctica? E.g. only scientists live on Antarctica (jobs), weather patterns, landscapes)</p>	<ul style="list-style-type: none"> • Can they use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries (zoom in / out) and continents and describe features studied (revisit)? • Do they know the four points of a compass to apply / build their knowledge of the world and where the continents are in relation to the UK / Europe? • Can they use and construct basic maps and symbols in a key (revisit)? • Can they interpret and draw maps with more sophisticated OS symbols / key? • Can they recognise and use basic grid references to locate squares on a map (Eg A1, B2) and use positional language? • Can they begin to highlight and annotate digital maps? • Can they use pictograms, tally charts, bar charts and simple tables to present information? • Can they use aerial photos and plan perspectives to recognise landmarks and human and physical features (revisit)? • Can they follow their own line of enquiry (e.g. survey, gathering information from community, communicating geographically) based on environmental information which they have gathered (E.g. too many cars 'idling' outside the school at the beginning / end of the day)?



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Geography Vocabulary Progression

This document has been generated to clearly show the progression of geographical terminology and subject specific vocabulary, which needs to be acquired, understood and applied across different contexts and subject areas from the Early Years to Year 2. Vocabulary will need to be **revisited** by subsequent year group/s and therefore teachers will need to look carefully at prior vocabulary acquisition before planning teaching and learning opportunities to ensure that revisitation opportunities are carefully considered. Vocabulary will **not** necessarily be repeated for a year group, if it has been documented in a previous year group. Each year group outlines **new** vocabulary acquisition as the assumption will be that teachers will refer to prior vocabulary knowledge.

EYFS	Locational Knowledge	Place Knowledge	Human and Physical Geography	Fieldwork and Skills
	<p>Key Vocabulary: close, far, place, similarities, differences</p> <p>(+ further topic specific vocabulary related to people, places, living things and food)</p>	<p>Key Vocabulary: Alvaston, route, map, church, shops, library, semi-detached, detached, bungalow, school</p> <p>School, library, hall, classroom, kitchen, field, playground, headteacher, teacher, dinner supervisor</p>	<p>Key Vocabulary: weather, change, rain, sun, rainbow, hot, cold, windy, cloudy, spring, summer, autumn, winter</p> <p>natural, built, man-made, firefighter, dentist, doctor, teacher etc</p>	<p>Key Vocabulary: behind, next to, on top, under, near, far</p> <p>church, road, school, plants, trees, playground, field, building, map, features, pond, map</p> <p>care, spoil</p>
Year 1	Locational Knowledge	Place Knowledge	Human and Physical Geography	Fieldwork and Skills
Revisit vocabulary from EYFS + new vocabulary for Year 1	<p>Key Vocabulary: UK (United Kingdom), country, flag, England, Scotland, Wales, Northern Ireland capital city, London, Edinburgh, Cardiff, Belfast</p>	<p>Key Vocabulary: Alvaston, Derby, London, city, England, North, South, East, West, town, city, country, River Derwent, River Thames,</p>	<p>Key Vocabulary: Human Features: city, town, village, house, market, harbour, shop, port, church, cathedral, mosque, temple, church, bridge, Underground, rickshaws,</p>	<p>Key Vocabulary: map, globe, atlas, key, symbol, compass, North, South, East, West, UK, Derby, photograph, litter, directions, aerial, plan</p>



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	<p>sea, ocean, English Channel, North Sea, Irish Sea, Atlantic Ocean</p> <p>continent, Europe, Africa – start to locate / name the 7 continents / 5 oceans</p>	<p>Kenya, Nakuru, slum, religion, weather, language, diversity, multi-cultural, community</p>	<p>monument, palace, stadium, slum, shrine</p> <p>Physical Features: beach, cliff, coast, mountain, sea, ocean, river, vegetation</p> <p>season, weather, humid, mild, tropical, warm, rain gauge. wind sock, wind vane</p>	<p>left, right, up, down, (quarter / half) turn, (anti) clockwise tally, table (Maths NC)</p>
Year 2	Locational Knowledge	Place Knowledge	Human and Physical Geography	Fieldwork and Skills
<p>Revisit vocabulary from Year 1 + new vocabulary for Year 2</p>	<p>Key Vocabulary: Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean</p> <p>continent, Europe, North America, South America, Africa, Asia, Oceania,</p>	<p>Key Vocabulary: Nuuk, Greenland, city, country, Derby, England, Europe, Arctic Circle, Inuit</p> <p>Arctic and Antarctic</p> <p>landscape, population</p>	<p>Key Vocabulary: Equator, North Pole, South Pole, climate, weather, Arctic Circle, dry</p> <p>rural, urban</p> <p>Human Features: settlement (e.g. Inuit)</p> <p>Physical Features: glacier, iceberg, ice floe, tundra, permafrost</p> <p>habitat, food chain, food web (links to Sci NC)</p> <p>thermometer</p>	<p>Key Vocabulary: climate change, pollution</p> <p>grid reference</p> <p>pictogram, bar chart (Maths NC)</p>