

Progression of skills – Geography

Intent:

At Baddow Hall Infant School our geography curriculum aims to ensure that children become inquisitive **lifelong learners** who look closely at the world around them and begin to be able to interpret and question what they see.

We aim to ensure that children develop a **curiosity** in geography through exploring our local area and comparing it to the wider world. We develop **resilience** in children through our geography curriculum by through teaching them the skills of investigation and map reading. We enable children to be **creative** in their thinking about sustainability and we hope children will foster an eco-friendly mind set to climate change.

EYFS framework (educational programme):

Understanding the world: involves guiding children to make sense of their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them -from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

National curriculum guidance (purpose of study):

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Skill	EYFS	Year 1	Year 2
<p><u>Vocabulary</u> Your class should know up to their current year. Challenge children by looking at the next year.</p>	<p><u>Statutory ELG: Speaking</u> Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>	<ul style="list-style-type: none"> •Local Area •Map •Address •Route •Fieldwork •North, South, East, West •aerial •view •perspective •location •Natural •Physical •Symbols •Flood •drought 	<ul style="list-style-type: none"> • Capital city, Continent, London, Chelmsford, Europe • Climate, Ocean, Habitat, Drought, Continent, poles • Global warming, Climate change, Impact, Carbon footprint, Irreversible, Environment, Single use plastic • Rainforest, Climate Habitat, Equator, poles
Skill	EYFS	Year 1	Year 2
<p><u>Locational Knowledge</u> Developing an understanding of where countries are in the world.</p>	<ul style="list-style-type: none"> • Begin to identify the locations of their home and school and other familiar places. • Begin to describe locations using simple locational and directional language. • Begin to ask and answer simple geographical 	<ul style="list-style-type: none"> • Name and locate the four countries of the UK and their capital cities. • Identify geographical characteristics of the four countries and capital cities of the UK. 	<ul style="list-style-type: none"> • Name and locate the seven continents and five oceans of the world. • Describe some geographical similarities and differences between the continents of the world based on their locations. • Identify and locate the North and South Poles

	<p>questions linked to location e.g. Where is...?</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.(ELG)</p>		<ul style="list-style-type: none"> • Identify and locate continents that have significant hot or cold areas and link to Poles/Equator • Identify and locate places studied on a range of maps.
<p><u>Place Knowledge</u></p> <p>Based on exploring our local area, the UK and then other countries in detail. Looking at similarities and differences.</p>	<ul style="list-style-type: none"> • Discuss and begin to describe own significant places such as home and school. • Begin to identify the main geographical features of their immediate environment • Understand that places can have similarities and differences. • Develop a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they • Show an awareness of where things belong and of the people within Baddow Hall Infant school and at home. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.(ELG) • Explain some similarities and differences between life in this country and life in other 	<ul style="list-style-type: none"> • Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history. • Know that places be can be compared in many ways e.g. size, amenities, transport, location or weather. • Observe and describe some geographical similarities and differences between familiar places e.g. school grounds, their street, Great Baddow • Recognise the difference between physical and human features. • Begin to understand that geographical features can change over time. 	<ul style="list-style-type: none"> • Identify reasons why the places studied are significant and the people or groups who they are significant for. • Observe and describe some geographical similarities and differences between locations studied. • Explain the similarities and differences in the lives of children in the locations studied. • Explain the difference between human and physical geographical features.

	<p>countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.(ELG)</p>		
<p><u>Human and Physical Geography</u></p> <p>Identifying features of our local area, the UK and then other countries in detail. Looking at similarities and differences.</p>	<ul style="list-style-type: none"> • Begin naming features/familiar places within the local environment e.g. school, home, house, road, park • Make observations of the local environment and begin to understand why some things occur and/or change • Identify and begin to describe the daily weather and seasons using basic vocabulary • Identify similarities and differences between familiar places using basic vocabulary. <p>People and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their 	<ul style="list-style-type: none"> • Begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features. • Identify key human and physical features of familiar places including the school, its grounds and the surrounding environment • Begin to express opinions on the features of the immediate local environment • Use some basic geographical vocabulary (see NC and vocabulary section of this grid) to identify key human and physical features of places studied • Identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season. 	<ul style="list-style-type: none"> • Explain the main differences between human and Physical geographical features. • Understand and use a range of basic geographical vocabulary to identify key human and physical features of the places studied • Make simple comparisons between the key human and physical features of places studied • Express a range of opinions on the features of and suggest improvements that could be made. • Discuss where in the world is hot and cold in relation to the Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles and North and South Poles.

	<p>experiences and what has been read in class.</p> <ul style="list-style-type: none"> • 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. (ELG) 		
<p><u>Fieldwork and Observational Skills</u></p> <p>Focus on geographical enquiry, critical thinking, fieldwork, locational and directional language.</p>	<ul style="list-style-type: none"> • 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. • To use location and directional language. • To follow directions. • Simple locational language used with children (e.g. the tree is next to the classroom). • Follow simple directions (we are going to line up next to the door etc.) • Begin to ask and answer simple questions about what has been observed. 	<ul style="list-style-type: none"> • 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) and compass directions/directional language (e.g. NSEW) to describe features and routes. • Understand what a compass is and begin to use one for simple navigation. • Ask and answer simple questions when prompted about what has been observed. • Understand that we can find out about the world from a range of sources. • Present information using age related tables, graphs and 	<ul style="list-style-type: none"> • Engage in teacher-led/guided enquiries • Use first-hand observation to comment on features/patterns/similarities and begin to measure using standard units • Use a compass (four compass points) to follow and describe routes • Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW). • Confidently ask and answer questions about what has been observed. • Start to make selections from or within sources of information,

	<p>People and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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.(ELG) 	<p>charts, maps and plans, drawings and perspectives, poster and diagrams.</p>	<ul style="list-style-type: none"> • Identify ways in which Geography is presented and represented (eg fiction, images, map) • Present information using age related tables, graphs and charts, maps and plans, drawings and perspectives, posters, diagrams and digital presentations.
<p><u>Map Skills</u></p> <p>Learning what a map is, following a map, drawing and designing a map, looking at the style of maps and perspective. As well as, understanding the link between a globe and flat world map.</p>	<ul style="list-style-type: none"> • 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>People and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.(ELG) 	<ul style="list-style-type: none"> • Use a globe and world map and locate and a UK map to identify countries, capitals and surrounding seas. • Begin to follow routes on prepared maps • Use basic symbols in a key • Draw own maps and plans by drawing around shapes/using own symbols • Use tallies and simple tables (from Maths NC) • Begin to use aerial/satellite photos and plan perspectives to recognise familiar features 	<ul style="list-style-type: none"> • Use world maps, globes and atlases to identify locations studied • 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 simple grid references (e.g. A1, D7) to locate squares on a map • Zoom in/out and begin to highlight/annotate digital maps • Use pictograms, tally charts, and simple tables • Use aerial/satellite photos and plan perspectives to locate and

			identify local landmarks and features
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