



## Stapleford Abbotts Primary Academy - Geography Curriculum Progression Document EYFS and KS1

<b>EYFS</b>	<b>PreSchool</b>	<b>Reception</b>
	<ul style="list-style-type: none"> <li>- Understand position through words alone. For example, "The bag is under the table," - with no pointing.</li> <li>- Describe a familiar route.</li> <li>- Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>- Use all their senses in hands-on exploration of natural materials.</li> <li>- Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw information from a simple map.</li> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> <li>- Explore the natural world around them.</li> <li>- Recognise some environments that are different to the one in which they live.</li> </ul>
	<p><b>Early Learning Goals</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- 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.</li> <li>- 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.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>	
<b>Locational Knowledge</b>	<b>Year 1</b>	<b>Year 2</b>
	<p><u>National Curriculum</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>- Name and locate the world's seven continents and five oceans.</li> </ul>	



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	- Use maps and images to gain a basic locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world.	- Has a simple locational knowledge about individual places and environments, especially the local area, but also in the UK and wider world.
<b>Place Knowledge</b>	<b>Year 1</b>	<b>Year 2</b>
	<u>National Curriculum</u> Pupils should be taught to: - 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	
	- Show simple understanding by describing the places and features they study using some geographical vocabulary. - Begin to identify some similarities and differences and simple patterns in the environment.	- Show understanding by describing the places and features they study using simple geographical vocabulary. - Identify some similarities and differences and simple patterns in the environment.
<b>Human and Physical Geography</b>	<b>Year 1</b>	<b>Year 2</b>
	<u>National Curriculum</u> Pupils should be taught to: - 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.	



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	<ul style="list-style-type: none"> <li>- Begin to identify seasonal and daily weather patterns in the United Kingdom.</li> <li>- Begin to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>- Begin to use some basic geographical vocabulary to refer to physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>- Begin to use some basic geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<ul style="list-style-type: none"> <li>- Can identify seasonal and daily weather patterns in the United Kingdom.</li> <li>- Can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>- Can use simple geographical vocabulary to refer to physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- Can use simple geographical vocabulary to refer to human features including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
Geographical Skills and Fieldwork	<b>Year 1</b>	<b>Year 2</b>
	<p><u>National Curriculum</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>- Use simple compass directions (North, South, East and West) and locational directional language to describe the location of features and routes on a map. - 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. - Use simple fieldwork and observational skills to study the geography of their school and its grounds - physical and human features.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Can use picture maps and globes.</li> <li>- Can use simple directional language: near, far, left, and right to describe the location of features and routes on a map.</li> <li>- Can make simple observations.</li> <li>- Can draw a simple sketch map showing key features of the school, its grounds and surrounding, including creating its own symbols.</li> </ul>	<ul style="list-style-type: none"> <li>- Can use a simple atlas.</li> <li>- Can use the four point compass: North South, East and West directions to describe location of features and routes on a map.</li> <li>- Can make detailed observations.</li> <li>- Can use photos, video or audio to gather evidence of what they can see.</li> <li>- Can use aerial photos to recognise landmarks and basic human and physical features.</li> </ul>



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	<ul style="list-style-type: none"><li>- Can work in a group with an adult to ask questions about the school, its grounds and surrounding environment.</li><li>- Can measure using simple words and frequency recording.</li><li>- Can reach a simple conclusion to a fieldwork question or prediction.</li></ul>	<ul style="list-style-type: none"><li>- Can use aerial photos to recognise landmarks and basic human and physical features.</li><li>- Can draw a simple sketch map showing key features of the school, its grounds and surrounding environments, including agreed realistic symbols to make a simple key.</li><li>- Can ask trusted and familiar adults questions about the school, its grounds and surrounding environment.</li><li>- Can be measured using a guided tally and standard units such as minutes and metres.</li><li>- Can present findings simply using maps and graphs.</li><li>- Can reach a simply described conclusion to fieldwork questions or predictions.</li></ul>
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