



## Progression in GEOGRAPHY

### Being a GEOGRAPHER

	F2	Key Stage 1	
<b>SKILLS</b>			
<b>Locational knowledge</b>	<p>Talks about where things are in relation to other things.</p> <p>Talks about places I have been to and how I got there.</p>	<p>Understands how some places are linked to other places e.g. roads, trains.</p> <p>Names and locates the four countries and capital cities of the United Kingdom.</p>	<p>Names and locates the world's seven continents and five oceans.</p> <p>Names and locates the seas surrounding the United Kingdom.</p>
<b>Place knowledge</b>	<p>Knows some similarities and differences in relation to places.</p>	<p>Names, describes and compares familiar places.</p> <p>Knows address.</p> <p>Is able to link home with other places in the local community.</p> <p>Knows about some present changes that are happening in the local environment e.g. at school.</p> <p>Suggests ideas for improving the school and the surrounding area.</p>	<p>Understands 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.</p>
<b>Human and physical geography</b>	<p>Talks about the features of the immediate environment and how environments might vary from one another.</p>	<p>Identifies and describes seasonal weather patterns in the United Kingdom.</p>	<p>Identifies the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Uses basic geographical vocabulary to refer to key physical features</p> <p>Uses basic geographical vocabulary to refer to key human features</p>



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<p><b>Geographical skills and fieldwork</b></p>	<p>Comments on and ask questions about the place where I live or the natural world. Shows care and concern for the environment.</p>	<p>Asks simple geographical questions e.g. What is it like to live in this place? Uses simple observational skills to study the geography of the school and its grounds. Uses simple maps of the local area e.g. large scale print, pictorial etc. Uses locational language (e.g. near and far, left and right) to describe the location of features and routes. Makes simple maps and plans e.g. pictorial place in a story.</p>	<p>Uses world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Uses simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. Uses aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Is able to devise a simple map and use and construct basic symbols in a key Uses simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment.</p>
<p><b>KEY KNOWLEDGE</b></p>	<p>Knows where they live. Knows some similarities and differences between places. Knows where things are in relation to other things.</p>	<p>Knows where they live and their address Knows how we get from one place to another. Knows the four countries of the United Kingdom and their Capital cities. Knows the four seasons, the months they fall and what the weather is like.</p>	<p>Knows the world's seven continents and five oceans. Knows where hot and cold places are. Knows some of the key human and physical features of a place. Knows what it is like in a place outside of Europe.</p>



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<p><b>Key Vocabulary</b></p>	<p>Home, school, world, change, same, different</p>	<p>United Kingdom, country, capital city, environment, community, near, far, left, right, weather, seasons</p>	<p>Physical, human, continent, ocean, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p><b>Links with Learning Powers</b></p>	<p><b>Resourcefulness</b> – choosing and using a range of sources to find out about places. Drawing on prior knowledge and making links with their own experiences</p> <p><b>Respect</b> - demonstrating an appreciation and understanding of different cultures, values and traditions and care of the environment. Consideration for the views and experiences of others</p> <p><b>Reflectiveness</b> – thinking about differences and similarities between places. Raise questions of their own about places.</p> <p><b>Reciprocity</b> – working in groups, sharing resources and knowledge</p> <p><b>Resilience</b> – persevering with a topic, thirst for knowledge and wanting to know more about places beyond their own experiences</p>		