

## Geography – Key Stage One

### Progressive statements

Year Group	<b>Locational Knowledge</b> Locate and identify characteristics of England, Scotland, Ireland and Wales and their capital cities and surrounding seas. Name and locate the World's seven continents and five Oceans.	<b>Place Knowledge</b> Understand the differences and similarities of the physical geography of a small area in the UK and a small area in a contrasting non-European country	<b>Human and Physical Geography</b> Identify seasonal and daily weather patterns in the UK, the location of hot and cold areas of the World in relation to the Equator and North and South poles. Use basic geographical vocabulary referring to geographical and human features.	<b>Geographical skills and fieldwork</b> Use World maps, atlases and globes to identify the UK and its countries, as well as other countries continents and Oceans studied at KS1. Use simple compass directions and locational and directional language to describe the location and features and routes on a map. Locate basic human and physical features and landmarks using aerial photographs. Use and construct keys. Use fieldwork and observational skill to study the physical and human geography of the school and surrounding environment.
<b>EYFS</b>	<ul style="list-style-type: none"> <li>I can observe, find out about and identify features in the place they live and in the natural world.</li> <li>I can find out about my environment and talk about those features they like and dislike.</li> <li>I can use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'church'</li> <li>I can express opinions on natural and built environments.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>I can observe and identify features in the place I live and the natural world.</li> <li>I can talk about features.</li> <li>I can find out about the environment by talking to people, looking at photographs and simple maps and visiting local places.</li> <li>I can use words that help me express my opinions, e.g. 'busy', 'quiet' and 'pollution'.</li> </ul>	<ul style="list-style-type: none"> <li>I can notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</li> <li>I can identify seasonal patterns – focusing on plants and animals.</li> <li>I can explore my local environment and talk about the changes I see.</li> <li>I can talk about the similarities and differences between them and my friends.</li> <li>I can look at photos of children and places around the world.</li> </ul>	<ul style="list-style-type: none"> <li>I can observe and identify features in the place they live and the natural world.</li> <li>I can find out about my environment and talk about features I like and dislike.</li> <li>I can observe change over time.</li> <li>I can begin to use open-ended questions, such as "How can we...?" or "What would happen if...?".</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>I can identify the key features of a location to say whether it is coastal or rural</li> <li>I can identify the key features of a location to say whether it is a city, town or village</li> </ul>	<ul style="list-style-type: none"> <li>I can understand geographical similarities and differences of my own locality and that of another small area of the United Kingdom</li> <li>I can describe environments within the UK and a region within a European Country e.g. Cheshire and Brittany.</li> </ul>	<ul style="list-style-type: none"> <li>I can use basic geographical vocabulary to refer to:  <b>key physical features</b> including: cliff, beach, coast, sea, forest, hill, mountain, weather,  <b>key human features</b> including: factory, farm, house, office, shop, port, harbour</li> <li>I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask and answer geographical questions such as:                      What is this place like? What or who will I see?                      What do people do in this place?</li> <li>I can use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and provide instructions.</li> <li>I can use maps, globes and atlases to help me.</li> <li>I can understand and use basic symbols on a map</li> </ul>

<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>I can use world maps, atlases and globes to identify other countries, the seven continents and five Oceans</li> <li>I can use world maps, atlases and globes to identify the United Kingdom and its countries and capital cities</li> <li>I can name, locate and identify <b>characteristics</b> of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>I can understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and a small area of a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>I can use basic geographical vocabulary to refer to:</li> <li><b>key physical features</b> including: ocean, river, soil, valley, vegetation, season, climate and poles and the water cycle.</li> <li><b>key human features</b> including: city, town, village</li> <li>I can identify seasonal and daily weather patterns in the UK and compare it in different locations</li> <li>I can describe the water cycle</li> <li>I can identify land use during fieldwork</li> <li>I understand the impact that waste has on wildlife in the oceans and how it can be reduced</li> </ul>	<ul style="list-style-type: none"> <li>I can use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>I can devise a simple map</li> <li>I can understand, use and construct basic symbols in a key.</li> <li>I can use simple grid references when completing fieldwork</li> <li>I can use maps, atlases, globes, diagrams and other sources of information such as google Earth/maps</li> <li>I can plan a route using a map</li> <li>I can use numerical data represented through graphs and charts eg traffic surveys and results through fieldwork</li> <li>I can use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment</li> </ul>
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