



EYFS Progression of Skills (Development Matters 2022) – Understanding the World						
0-3 Years		3-4 Years		Reception		
<ul style="list-style-type: none"> <li>Explore natural materials, indoors and outside.</li> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> <li>Use all their senses in hands-on exploration of natural materials.</li> </ul>		<ul style="list-style-type: none"> <li>Talk about what they see, using a wide range of vocabulary.</li> <li>Show interest in different occupations.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Continue developing positive attitudes about difference between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> </ul>		<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise some environments are different from the one in which they live.</li> </ul> <p><b>ELG: People, Culture and Communities</b></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>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from short stories, non-fiction texts and (when appropriate) maps.</li> </ul>		
Year 1		Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Begin to name and locate the four countries making up the United Kingdom and their capital cities.</p> <p>Begin to name the surrounding seas of the United Kingdom.</p>	<p>Name and locate the seven continents and 5 oceans.</p>	<p>Name and locate the countries in Europe.</p> <p>Name the surrounding seas in Europe.</p>	<p>Name and locate the four countries making up the United Kingdom and their capital cities.</p> <p>Name the surrounding seas of the United Kingdom.</p> <p>Name and locate the highest summit in each of the seven continents.</p>	<p>Name and locate the countries of North and South America.</p>	<p>Name and locate the seven tectonic plates and the five climate zones.</p> <p>Identify the position &amp; significance of latitude, longitude, Equator, Northern/Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. The Prime/Greenwich Meridian and time zones.</p>
	<p>Recognise the similarities and differences of key features in our local environment.</p> <p>Talk about people and places within our local environment.</p> <p>Talk about the similarities and differences between Preston and contrasting place in the United Kingdom.</p>	<p>Compare and contrast the key features of Longridge to that of a small area of a contrasting non-European country (Zambia).</p> <p>Talk about the similarities and differences between people in Preston and people in a small area of a contrasting non-European country.</p>	<p>Compare and contrast the key features of the countries in Europe.</p> <p>Compare and contrast geographical features of the United Kingdom and that of another country in Europe (Greece).</p> <p>Recognise the key features of our local area and describe how they have changed over time</p>	<p>Compare and contrast our own life to those living near one of the world's highest summits (Mount Everest.)</p> <p>Collect and analyse the key features of a location (Preston Docklands) to explain how it has changed over time and explain the reason for this change.</p>	<p>Recognise the key features of South America, identifying the countries and major cities.</p> <p>Compare and contrast Urban and Rural areas of a country in South America (Brazil), recognising its diversity.</p> <p>Identify the effects of water on different places around the world.</p>	<p>Identify and explain reasons for geographical similarities and differences between countries including where earthquakes occur.</p> <p>Identify where in the world active, dormant and extinct volcanoes are located.</p> <p>Understand and explain how places around the world are changing and the reasons why.</p>

Human and Physical Geography	<p>Begin to recognise similarities and differences in the human and physical features of Preston and a contrasting place in the United Kingdom (Blackpool.)</p> <p>Talk about weather in the United Kingdom.</p> <p>Identify different seasons and how weather changes on a daily basis.</p>	<p>Describe the key human and physical features of one of the seven continents.</p> <p>Describe the similarities and differences in the human and physical features of Longridge and a small area of a contrasting non-European country (Zambia).</p> <p>Talk about hot and cold parts of the world in relation to the Equator and North/South Poles.</p> <p>Describe differences in weather patterns in Longridge and a small area in contrasting non-European country (Zambia).</p>	<p>Use key vocabulary to describe human and physical features of our local area and how this has changed over time.</p> <p>Recognise the impact of human features on our local environment including types of settlement and land-use.</p> <p>Describe the similarities and differences in the human and physical features of an area in the United Kingdom and an area in a European country (Greece).</p> <p>Identify the climate of the United Kingdom and compare with that of a contrasting European country (Greece).</p>	<p>Use key vocabulary to describe human and physical features of a location (Preston Docklands) and how this has changed over time.</p> <p>Recognise the impact of humans and physical features on a location including economic activity, trade-links and the distribution of natural resources.</p> <p>Compare and contrast key features of mountains including how they are formed and different types.</p>	<p>Use key vocabulary to describe physical features of water including rivers.</p> <p>Use key vocabulary to describe human features of water including economic activity, trade-links and the distribution of natural resources.</p> <p>Understand and explain the effect of global warming on the world's water including melting polar icecaps and flooding.</p> <p>Use key vocab to describe human and physical features of a location (Brazil).</p> <p>Understand key aspects of physical geography including climate zones, biomes and the water cycle.</p>	<p>Understand and explain, using key vocabulary, how and why earthquakes occur.</p> <p>Understand and explain, using key vocabulary, how and why a volcano is formed and erupts.</p> <p>Understand and explain key aspects of physical geography including climate zones, biomes and vegetation belts.</p> <p>Understand, explain the effect of global warming on climate change.</p>
Geographical Skills and Fieldwork	<p>Use locational and directional language to describe a route on a simple map.</p> <p>Ask questions about our local environment.</p> <p>Begin to use aerial photographs, maps, globes, atlases to locate key features.</p> <p>Carry out simple fieldwork to observe and record human and physical features taking photographs, scavenger hunts and simple tally charts.</p> <p>Create simple maps through practical activities and drawing.</p>	<p>Interpret a world map and key.</p> <p>Use the four points of a compass to locate places on a map.</p> <p>Ask and answer questions about places beyond my local environment.</p> <p>Use aerial photographs, maps, globes, atlases to locate key features.</p>	<p>Use maps, globes, atlases, and digital mapping to locate countries in Europe and describe key features.</p> <p>Ask questions and gather views of others to answer questions about how our local area has changed over time.</p> <p>Carry out fieldwork to observe and record the human and physical features using a range of methods including sketch maps, tables, graphs, and digital technology.</p> <p>Create a detailed map of our local environment with a key</p>	<p>Use maps, globes, atlases, and digital mapping to locate the highest summit in each of the seven continents.</p> <p>Use the eight points on a compass and grid references, including the use of Ordnance Survey maps to communicate an understanding of location.</p> <p>Ask questions and carry out historical research to answer questions about how a location has changed over time.</p> <p>Carry out fieldwork to observe, measure and record the human and physical features using a range of methods including sketch maps, tables, graphs, and digital technology.</p> <p>Create a detailed plan of a location with a key.</p>	<p>Use maps, globes, atlases, and digital mapping to locate and describe different bodies of water around the world including oceans and rivers.</p> <p>Use the eight points on a compass and grid references, including the use of Ordnance Survey maps to communicate an understanding of location.</p> <p>Ask questions and carry out research to answer questions about what makes a country diverse.</p> <p>Collect and analyse geographical information to debate the topic of water.</p> <p>Create maps of locations, identifying patterns such as land-use and population densities.</p>	<p>Use maps, globes, atlases, and digital mapping to locate, describe and analyse features of a location.</p> <p>Use the eight points on a compass and grid references to communicate an understanding of location.</p> <p>Ask questions and carry out research to answer questions about how different locations are equipped to handle a natural disaster.</p> <p>Collect and analyse geographical information to debate the effect of global warming on climate change.</p> <p>Create maps of locations, identifying patterns such as climate zones.</p>