***Geography End of Year Expectations and Progression of Skills for Reception and Key Stage 1***

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| ***End of EYFS Expectations*** | | | |
| ***Understanding the World (People and Communities)***  Children will know about similarities and differences between themselves and others and among families, communities and traditions. | | ***Understanding the World (The World)***  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their immediate environment and are encouraged to observe how environments might vary from one another. | |
| ***End of Key Stage 1 Expectations*** | | | |
| Children should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.  ***They should be taught to use:***  ***Locational knowledge***   * Name and locate the world’s seven continents and five oceans * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.   ***Place Knowledge***   * Understand geographical similarities and differences through studying the human and physical geography or a small area of the United Kingdom, and of a small area in a contrasting non –European country.   ***Human and Physical Geography***   * Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.   ***Use basic geographical vocabulary to refer to:***   * Key physical features including - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. * Key human, including - city, town, village, factory, farm, house, office, port, harbour and shop.   ***Geographical skills and fieldwork***   * Use world maps, atlases and globes to identify (North, South, East and West) and locational 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 and the key human and physical features of its surrounding environment. | | | |
| ***Geography Progression of Skills – Reception and Key Stage 1*** | | | |
|  | ***Locational and Place Knowledge*** | ***Interpreting Maps*** | ***Constructing Maps*** |
| ***Reception*** | I can:   * Name different parts of the local community. * Verbally locate different parts of the local community e.g. the post office is next to the shop. | I can:   * Look at aerial photos and simple maps of the classroom, local area and school grounds to identify basic land use and any key landmarks. | I can:   * Create simple maps of story settings or small areas, such as the classroom, using real objects or drawings. |
| ***Year 1*** | I can:   * Name and locate some places in the local area e.g. post office, the post office, Fairy Glen. * Name and local some places in the UK e.g. the town where they live. * Name world e.g. a country they have visited on holiday. * Name and locate further significant places in their local area e.g. shops, where their parents work. * Name and locate further places in the UK e.g. locate seaside locations and resorts as part of a topic. * Name and locate places studied by continent. | I can:   * Locate the UK on a map of Europe and a map of the world. * Know that symbols on maps mean something. * Name four points of a simple compass. * Describe where places in the local area are on a map. * Describe places and routes on a map using simple compass directions and locational and directional language. * Use a map to follow a simple route. | I can:   * Draw a simple map of the school and local area school using own symbols. * Draw a simple map of imaginary places, such as a story setting, using own symbols. |
| ***Year 2*** | I can:   * Use a map to identify the main islands of the UK. * Name and locate the world’s five main oceans of the world. * Name and locate the areas of hot and cold countries around the world. * Locate the continents we live in. * Name and locate some of the counties of the UK. | I can:   * Use a map to follow a simple route. * Use compass directions to describe places on a map. * Use map skills to locate hot and cold places. * Begin to understand why a key is useful. | I can:   * Draw a simple sketch maps of a known place such as their school using symbols agreed as a class. * Draw a map of a simple well-known route e.g. the journey to school. |