



Onslow Infant School Geography Skills Progression

(core vocabulary in progression)

	EYFS	Year 1	Year 2
Locational knowledge	<ul style="list-style-type: none"> Talk about the features of their own immediate environment, of the school, local community and places they experience. 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans
	<i>School</i> <i>Home</i> <i>Map</i> <i>World</i>	<i>Features</i> <i>United Kingdom (UK)</i> <i>England</i> <i>Island</i> <i>Northern Ireland</i> <i>Scotland</i> <i>Wales</i> <i>English channel</i> <i>Irish sea</i> <i>North Sea</i> <i>Atlantic</i> <i>Mount Snowdon</i> <i>Ben Nevis</i> <i>Giant's Causeway</i> <i>Edinburgh</i> <i>London</i> <i>Cardiff</i> <i>Belfast</i> <i>Antarctica</i> <i>Arctic</i> <i>Globe</i> <i>Atlas</i> <i>Earth</i>	<i>Pacific Ocean</i> <i>Southern Ocean</i> <i>Indian Ocean</i> <i>Atlantic Ocean</i> <i>Arctic Ocean</i> <i>Asia</i> <i>Europe</i> <i>Antarctica</i> <i>North America</i> <i>South America</i> <i>Oceania</i>
Place knowledge	<ul style="list-style-type: none"> Children look closely at similarities and differences in relation to places they know and communities, and how environments might vary from one another, use patterns and change. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Onslow Village) 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying human and physical geography of a small area of the UK Kingdom, and of a small area in a contrasting non-European country (compared with Onslow Village)
	<i>Same</i> <i>Different</i>	<i>Human features</i> <i>Physical features</i> <i>Similarities</i> <i>Differences</i>	<i>European country</i>

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Human and physical geography	<ul style="list-style-type: none"> Express their opinions on natural and built environments. Shows interest in different occupations and ways of life. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in UK. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (identify how places and climates differ in relationship to where they are in the world).
	<i>Weather</i>	<i>Equator North and South Poles Seasonal / seasons Landscape</i>	<i>North South East West Climates</i>
Geographical vocabulary	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: Key physical features: - Wood, soil, field, garden. Key human features: - Village, school, farm 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: Key physical features: - Forest, hill, mountain, soil, valley. Key human features: - City, town, village, factory, farm, house, office. 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features: - Beach, cliff, coast, ocean, river, sea, vegetation, weather. key human features: - City, town, village, port, harbour, shop
	<i>Geography Wood Soil Field Garden Village School Farm</i>	<i>Forest, hill, mountain, soil, valley. City, town, village, factory, farm, house, office.</i>	<i>Beach, cliff, coast, ocean, river, sea, vegetation, weather. City, town, village, port, harbour, shop.</i>
Geographical skills: Enquiry and investigation	<ul style="list-style-type: none"> Comment / ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment. Show interest in the lives of people who are familiar to them. Know that other children don't always enjoy the same things. 	<ul style="list-style-type: none"> Ask and answer simple geographical questions. Express their views on some features of their environment. Describe similarities and differences when studying places and features. 	<ul style="list-style-type: none"> Ask and answer simple geographical questions. Make observations about features that give places their character. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.
	<i>Care Eco Same Different</i>	<i>Environment I think...</i>	<i>Observations patterns</i>

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Field work	<ul style="list-style-type: none"> Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. 	<ul style="list-style-type: none"> Use simple fieldwork and observational skills when studying the geography of their school and its grounds. 	<ul style="list-style-type: none"> Develop simple fieldwork and observational skills when studying the geography of their school and local environment and town.
	<i>Trip</i>		<i>Fieldwork Local environment</i>
Sources of Geographical Information	<ul style="list-style-type: none"> Examine a range of sources such as simple maps, photographs, magnifiers and visiting local places. 	<ul style="list-style-type: none"> Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps. 	<ul style="list-style-type: none"> Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.
	<i>Photographs Magnifiers</i>	<i>Maps, Globes, Atlases Key Symbols</i>	<i>Images Route</i>
Geographical Skills: Communicate Geographical Information	<ul style="list-style-type: none"> Develop awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks. Remembers and talks about significant events in their own experience. 	<ul style="list-style-type: none"> Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where. (Observe and record). 	<ul style="list-style-type: none"> Express views about the environment and can recognise how people sometimes affect the environment. Communicate understanding through writing.
Mapping Skills Progression			
Direction/ Location	<ul style="list-style-type: none"> Follow simple directions. Understand positional language. 	<ul style="list-style-type: none"> Use positional language. Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> Follow directions (as yr 1) and include north, south, east, west.
Drawing maps	<ul style="list-style-type: none"> Draw and create their own maps using real objects, and/or pictures and symbols. 	<ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories. Draw a map of a real place. Understand basic symbols in a key. 	<ul style="list-style-type: none"> Draw a map of a real or imaginary place (from aerial photograph), devising own basic symbols in a key.
Representation	<ul style="list-style-type: none"> Look at signs and symbols on different types of simple maps. 	<ul style="list-style-type: none"> Know what a key is. Use own symbols on a map. 	<ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key.

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Using maps	<ul style="list-style-type: none"> Use a simple map with symbols to spot features in the school grounds or in the local community. 	<ul style="list-style-type: none"> Use a simple picture map to move around the school; Recognise that it is about a place 	<ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use an infant atlas to locate places.
Style of maps/ artefacts	<ul style="list-style-type: none"> Experience real maps, electronic globes and maps, simple maps of the classroom, school, local town, park, zoo, museum etc, story maps. 	<ul style="list-style-type: none"> Picture maps and globes. Find land/sea on globe, map. Explore infant atlas. Look at aerial photos and plan perspectives. 	<ul style="list-style-type: none"> Detailed maps Use an infant atlas to find information. Use aerial photographs and plan perspectives to identify human and physical features.

Continuous Provision and Enhancements

Investigation Area	<ul style="list-style-type: none"> Exploring globes, Atlas', maps etc in play Drawing simple maps e.g. pirate treasure maps Weather station – identify different types of weather 	<ul style="list-style-type: none"> Finding key places on a globes, in an Atlas or on a map Weather station – record daily weather patterns and compare over time 	<ul style="list-style-type: none"> Using Atlas', globes and maps to correctly locate and name continents, seas, oceans and countries Exploring compasses and using them to create directions Weather station – record and compare weather data. Turn into weather reports.
Workshop/ Creative	<ul style="list-style-type: none"> Making simple drawings/pictures/paintings of different places Building models of buildings and objects e.g. house, tree Observational drawings of natural items 	<ul style="list-style-type: none"> Building different scenes to show human and physical features Making models of buildings and labelling their features 	<ul style="list-style-type: none"> Making own globes, compasses etc Creating detailed maps
Small World	<ul style="list-style-type: none"> Exploring different settings e.g. farmyard, zoo, beach, woodland 	<ul style="list-style-type: none"> More detail in set ups to explore key physical and human features Aerial photos used as backdrop 	<ul style="list-style-type: none"> Children to research what resources they would need in each setting using non-fiction books and Internet searches Children to add labels to small world settings Writing descriptions of places using the small world as a visual guide Making maps of the small world set up, including keys