



Batheaston Church School

"That they may have life, life in all its fullness"

Knowledge and Skills Progression for Geography EYFS-KS1

• <u>Strand</u>	• <u>EYFS</u>	• <u>Year 1</u>	• <u>Year 2</u>
<ul style="list-style-type: none"> • Geographical Enquiry 	<ul style="list-style-type: none"> • Describe what they can see, hear and feel whilst outside. • Recognise that some environments are different to the one in which they live. 	<ul style="list-style-type: none"> • Name and describe physical and human features in the school and local environment. • Use photos and simple street plans to find places in the local environment. • Talk about features of the local environment that are liked and disliked 	<ul style="list-style-type: none"> • Discuss the key human and physical features of the school and its surrounding environment. • Sort, group and compare physical and human features in the local environment. • Use maps and simple street plans to locate places and features in the locality and further afield. Talk about and compare features of the local environment.
<ul style="list-style-type: none"> • Geographical Skills and Fieldwork 	<ul style="list-style-type: none"> • Draw information from a simple map. • Create imaginary maps, drawing on familiar stories. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries. • use simple compass directions (North, South, East and West) 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify, as well as the countries, continents and oceans studied at this key stage.



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	<ul style="list-style-type: none"> • Create maps of places visited or known to them i.e., Mike's Meadow, where they live. 	<p>and locational and directional language [for example, near and far; left and right].</p> <ul style="list-style-type: none"> • Use aerial photographs, 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. I.e. creating a map of the school. 	<ul style="list-style-type: none"> • Use simple compass directions (8 points) to show direction on a map, and give instructions. • Carry out a small local survey, e.g. traffic, litter, land use. Identify a range of geographical features on maps. • Use aerial photographs, and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
<ul style="list-style-type: none"> • Location & Place knowledge 	<ul style="list-style-type: none"> • ELG - Know some similarities and differences between the natural world 	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas



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	<p>around them and contrasting environments, drawing on their experiences and what has been read in class.</p>		<ul style="list-style-type: none"> • Compare UK to another country.
<p>Human and Physical</p>	<ul style="list-style-type: none"> • ELG - Explore the natural world around them, making observations and drawings of what they see such as animals, plants and key physical features such as buildings. 	<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. • Identify seasonal and daily weather patterns in the United Kingdom. <p>To be able to understand and identify the following on pictures and simple maps.</p>	<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, and of a small area in a contrasting non-European Country Human and physical geography • Identify seasonal and daily weather patterns location of hot and cold areas of the world in relation to the Equator and the North and South Poles.



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		<ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather. • key human features, including: city, town, village, factory, farm, house, office, harbour and shop <p>Geographical skills and fieldwork</p>	<p>To be able to identify and explain the following on pictures and simple maps.</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p>
Sustainability	<ul style="list-style-type: none"> • Talk about the things I like and don't like about the local environment. Talk about what people do in the local environment. Use narratives to support this. • ELG - Understand some important 	<ul style="list-style-type: none"> • Discuss the things they like and don't like about the school environment. • Talk about how the school environment could be change or making awareness of an issue. • Use narratives to support this i.e. recycling 	<ul style="list-style-type: none"> • Discuss the things they like and don't like about the local environment. • Talk about how the local environment could be change or making awareness of an issue. • Use narratives to support this i.e. recycling



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	processes and changes in the natural world around them such as the seasons, pollution and impact.		
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