

WBIS Geography Knowledge and Skills Progression

Progression of Knowledge

	Reception	Year 1	Year 2
Locational Knowledge	<p>To locate the UK on a world map.</p> <p>To locate Africa on a world map.</p> <p>The weather and living things are different in Africa.</p>	<p>The three main types of human settlement include cities, towns and villages.</p> <p>The UK is made up of four countries- England, Scotland, Ireland and Wales.</p> <p>The Capital city of England is London.</p> <p>The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>An Ocean is a large sea.</p> <p>The United Kingdom is an island surrounded by sea.</p> <p>The equator is an invisible line across the middle of the Earth where the sun's temperature is at its hottest.</p>	<p>The UK is made up of four countries- England, Scotland, Ireland and Wales.</p> <p>The Capital city of England is London.</p> <p>The Capital city of Northern Ireland is Belfast.</p> <p>The Capital city of Scotland is Edinburgh.</p> <p>The capital city of Wales is Cardiff.</p> <p>The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>An Ocean is a large sea.</p> <p>The United Kingdom is an island surrounded by sea.</p> <p>The Northern Hemisphere is north of the equator and the Southern Hemisphere is south of the equator. The hot and cold areas of the world are in relation to the equator.</p>
Place Knowledge	<p>To become familiar with the school environment and community.</p> <p>To know and understand that some places are special to members of their community.</p> <p>To learn and talk about China through Chinese New Year celebrations.</p>	<p>Human features have been made by people and include houses, bridges and roads.</p> <p>Data is information. Data can be numbers or measurements.</p>	<p>The local environment can be improved.</p> <p>Beachside towns have some similarities and differences to our locality.</p> <p>Fieldwork can be used to answer questions about the local community.</p>
Human and Physical Geography	<p>To learn about where food comes from and verbally share.</p> <p>To name some physical features on a beach.</p>	<p>Weather is a physical process.</p> <p>An aerial photograph or plan perspective shows an area of land from above.</p>	<p>Physical features are made by nature. They include hills, mountains, beaches and oceans</p> <p>Erosion is a Physical process.</p>

	<p>To explore the world around them with a focus on safari animals.</p> <p>To learn about Africa and compare the culture and lifestyle with our own.</p>	<p>Fieldwork allows us to collect information and make observations</p> <p>There are four seasons in the UK. Each season has typical weather patterns.</p> <p>In winter the days are shorter and in summer the days are longer.</p>	<p>Erosion is caused by wind and rain.</p>
Maps	<p>Maps are a picture of a place or a location</p> <p>Using a map of the school environment to develop a sense of place</p>	<p>Maps are a picture of a place or a location, it can show physical and human features</p> <p>A key is used to show features on a map</p> <p>A map has symbols to show where things are located</p>	<p>A compass is an instrument that is used for finding a direction</p> <p>The four cardinal points on a compass are north, south, east and west</p> <p>Maps help people to plan a route from one place to another and to identify and locate physical and human features</p> <p>Maps use a symbol and a key. A key is needed to help read a map.</p>

Progression of Skills

	Reception	Year 1	Year 2
<p>Mapwork</p> <p>Skills - Compasses, grid references, symbols and keys</p>	<p>To use a simple map with symbols to spot features in the school grounds or in the local community.</p> <p>To use a variety of maps, globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.</p> <p>To use a range of sources such as simple maps, photographs, magnifiers and visiting local places.</p> <p>To use locational and directional language [for example, next to to/ underneath/above to describe the location of features on a map.</p> <p>To begin to understand the need for a key.</p>	<p>To use a simple picture map to move around the school.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To devise a simple map; and use and construct basic symbols in a key.</p> <p>To follow directions up, down, left/right, forwards/backwards</p> <p>To find land/sea on globe.</p> <p>To use teacher drawn base maps.</p> <p>To use an infant atlas.</p> <p>To draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph).</p> <p>To use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>To use class agreed symbols to make a simple key.</p>	<p>To devise a simple map; and use and construct basic symbols in a key.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>To use a plan view.</p> <p>To use simple compass directions (NSEW) as well as locational and directional language when describing features and routes.</p> <p>To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</p> <p>To use class agreed symbols to make a simple key.</p> <p>To use large scale OS maps.</p>
<p>Fieldwork</p>	<p>To use small world play or the role play area to represent a visited place.</p> <p>To make drawings (e.g. of their favourite place in the outdoor area, what they saw at the park).</p> <p>To take digital photos (e.g. of a collection of natural objects, buildings in the locality).</p> <p>To sequence photos to recall features seen on a visit or short walk.</p> <p>To draw a map (e.g. of the outdoor area)</p> <p>To count (e.g. cars parked at the start/end of the day).</p>	<p>To use simple fieldwork and observational skills to study the geography of their school, its grounds and local area.</p> <p>To use small world play, model making, role-play area to represent a visited place.</p> <p>To add details to a teacher-prepared drawing.</p> <p>To make annotated drawings.</p> <p>To mark information on a large-scale plan using colour or symbols to record observations.</p> <p>To take digital photos.</p> <p>To use a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features.</p>	<p>To 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.</p> <p>To draw a freehand map, relating a largescale plan (e.g. of the school grounds or a local street) to the environment, identifying known features.</p> <p>To mark information on a large-scale plan using colour or symbols to record observations.</p> <p>To use simple compass and cardinal compass directions (north, south, west, east).</p> <p>To take digital photos.</p> <p>To make audio recordings when interviewing someone.</p>

	To express their feelings about places they visit, saying which features they like/dislike.		To collect quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school). To use a questionnaire. To use a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features.
Environment and Sustainability	To arouse awareness of features of the environments in the setting and immediate local area. To learn to care for our environment through whole school Eco projects, wild garden and litter picking. To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. To show care and concern for living things and the environment.	To express views about the local environment and recognise how people sometimes affect the environment. Comment on and notice changes to the environment in local area – cause and effect.	To express views about the wider environment and recognise how people sometimes affect the environment. To ask and answer simple geographical questions when investigating different places and environments. To describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.