

Geography – Progression in Key Skills CYCLE A

	Nursery		Reception		Year One		Year Two		
	Skills	Vocabulary	Skills	Vocabulary	Skills	Vocabulary	Skills	Vocabulary	
Location Knowledge/ Place Knowledge	Know name of school. Name places in and around Nursery Say where in Nursey they like to be Ask and respond to questions about Nursery	Hasland Infant School Peacock Room Outdoor Area Book Nook Toilets Wildlife Garden Playground Hall Kitchen Classroom Reception Library	Name the road school is on. Name area we live in. Use the globe to identify where England is Use the globe to identify where the jungles are Tell others what I like and dislike about place Tell others what you like and dislike Use books and stories to find out about a place	Eyre Street East Hasland, Chesterfield, Derbyshire, England Continent/ South America Atlas, globe, World, map, pictures Google Earth. Amazon Vegetation Tropical Forest Rainforest River Atlas, map, world, information, change, environment	Use maps and Globes to locate the UK Locate London using maps and globes. Find out what the difference is between a city/town and Village Use maps and globes to identify the continents and oceans. Use simple compass directions to describe the location of features on a map Study pictures/videos of London and ask Geographical questions Express own views about a place. Be able to verbalise and write about the similarities and differences between the two localities e.g. what is it like to live in this place? How is it different to where I live?	Map Orientate, UK, United Kingdom, country, England, Scotland, Wales, Northern Ireland, London, capital city Map, globe, Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, South America, Indian, Pacific, Atlantic, Southern, Arctic, ocean North, South, East, West. Landmarks, buildings, Buckingham Palace, Big Ben, Tower of London, London Eye Like, dislike, weather, holiday, hot, cold	Use maps and Globes to locate the UK Identify the four countries and label the capital cities Explain the purpose of a capital city and form opinions on how this affects population size Study pictures and videos of two contrasting localities. Ask geographical questions Study pictures of the past and present and ask how has it changed. Draw pictures to show how places are different and write comparatively to show the difference.	Map Orientate, UK, United Kingdom, country, England, Scotland, Wales, Northern Ireland, London, capital city England, Ireland, Scotland, Wales, people, busy. Population Weather, forecast, landmark, features	

							Give detailed reasons to support own preferences. Likes and dislikes		
Human and Physical	Name features of immediate environment	School, home, house, garden, school field, park, shop, road, restaurant, café, cinema	Say what a type of building is	Shop, medical centre. House, school, café, restaurant, cinema	Use basic Geographical vocab to refer to key human features.	City, town, village, house, shop,	Use basic Geographical vocab to refer to key human features. Use basic geographical vocab features to describe physical features.	City, town, village, house, shop, Landmark Beach, coast, season, weather Port harbour vegetation	
	Ask and respond to questions about the weather and seasons	Seasons, Spring, Summer, Autumn, Winter, Hot Cold Windy Sunny Misty Drizzle etc.	Say what places are like and why	Hasland streets, road, traffic lights, crossing, busy, noisy, quiet, Jungle – mountains, hills, trees, canopy, waterfalls, rivers, rocky	Ask questions about the weather and seasons	Hot, Cold, climate, temperature, Equator, sunny, cloudy, rainy, wind			
Geographical skills and field work	Can describe their relative position Use directional language	Behind, next to, in front of, between, under, on top Forwards, backwards, left, right	Take photographs of the locality to use in the classroom.	Photograph, same, different,	Observe and record information about the local area. How many shops, how many bus stops? Look at simple maps of the area and identify things they know or have seen.	School, church, shops, park, road, house, trees,	Draw own maps and construct basic symbols in a key		

			Make maps of our school and our journeys out of school	Map – direction, up, down, left, right, around, straight. Gates, road, path	Create memory maps – collect items on a walk that show the journey Study aerial photographs of the school and label with key features Know a map and a globe show the same thing Locate the continents on a paper map.	Explore, reason, because, memory, next, travelled Roof, playground, classroom, library, car park, garden, outdoor learning, kitchen Map, globe, country, continent, ocean, world	Study maps and aerial photos and use simple compass directions to describe location of features and routes.	North , South East, west Near, far left, right, forwards, towards
	Use a camera or tablet to take photos of places around Nursery	Close, far away, up, down	Say how a place is similar or different Suggest ways to improve somewhere near the school	Compare park and jungle. River, recreation, work leisure Change, improve, bigger, taller, grass, water	Draw and label pictures to show how places are different	Observe, measure, record, present, sketch maps, photographs, data, videoing	Children to make suggestions for the cause of the differences. Communicate finding in different ways	Reports, graphs, sketches ,diagrams and pictures.
	Can name and recognise different weather	Hot Cold Warm Windy Snowy Foggy Drizzle Icy	Observe seasonal changes Keep a weather chart	Global Guardians. Seasons, spring, summer Autumn, Winter. Changes. Weather.	Use maps and globes to identify the hottest and coldest places in the world.	North Pole, South Pole, Equator, desert, snow, ice, sun, hot, dry, temperature	Able to identify seasonal and daily weather patterns in the UK. Locates hot and cold areas in relation to the equator and north and south poles.	North Pole, South Pole, Equator, temperature