

## Brough Primary School – Progression in Geography Skills EYFS & KS1



Information given is for each of the phases, the different geography skills. (See separate file for assessment opportunities).

Phase 1 EYFS		Phase 2 Years 1 and 2		Key Vocabulary
<p><b>Understanding the World</b></p> <p><b>People &amp; Communities</b></p>	<ul style="list-style-type: none"> <li>• Children talk about past and present events in their own lives and in the lives of family members.</li> <li>• They know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>• They know about similarities and differences between themselves and others and among families, communities and traditions.</li> </ul>	<p><b>Geographical skills and fieldwork</b></p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Use basic directional language (left, right, near and far)</li> <li>• Make and read basic maps of the area local to the classroom (school grounds)</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Construct and follow maps using North, South, East and West (digital technology).</li> <li>• Begin to use maps, atlases and globes to identify the U.K. and selected European countries.</li> </ul>	<p><i>Compass points</i></p> <p><i>North</i></p> <p><i>South</i></p> <p><i>East</i></p> <p><i>West</i></p> <p><i>Right</i></p> <p><i>left</i></p> <p><i>Map</i></p> <p><i>Atlas</i></p> <p><i>globe</i></p>

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<p><b>The World</b></p>	<ul style="list-style-type: none"> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>• They make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul>	<p><b>Human and Physical Geography</b></p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• Use basic key vocabulary to describe the human and physical environment around them.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>• Know the climate of the U.K. and make some simple comparisons with other major climate zones (desert, arctic, rainforest)</li> <li>• Know where the hot and cold places of the earth are (general area)</li> </ul>	<p><i>City Town Village Factory Farm House Office Port Harbour shop Beach Cliff</i></p>	<p><i>Coast Forest Hill Mountain Sea Ocean River Soil Valley Vegetation Season</i></p>
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		<b>Locational Knowledge</b>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Know the four countries of the U.K.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Know the four capital cities of the U.K.</li> </ul>	<p><i>United Kingdom</i>  <i>England</i>  <i>Northern Ireland</i>  <i>Scotland</i>  <i>Wales</i>  <i>London</i>  <i>Belfast</i>  <i>Edinburgh</i>  <i>Cardiff</i></p>
		<b>Place Knowledge</b>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Know the geographical features of the U.K. (basic) and make comparisons between different areas</li> <li>Describe simple differences between different countries (U.K. and St Lucia)</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Make comparisons between the weather in the U.K. and other continents around the world.</li> </ul>	<p><i>see Human and Geographical list</i></p>

<b>Year Group</b>	<b>Focus countries</b>
Y1	UK and St. Lucia
Y2	UK, Greenland and India
Y3	UK and Italy
Y4	UK and Scandinavian countries
Y5	North Yorkshire study, Greece and India

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Y6	North and South America, Spain and Germany
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### Geography Key Questions KS1

**When learning about a new place (for example, during non-geography-based units, such as history-based units) always ask and answer these questions:**

**CONTINENT** – Which continent is it in?

**OCEANS AND SEAS** – Which oceans or seas are nearby?

**WEATHER** – What is the weather like there? Is it hot or cold there? Is it near the equator or the poles?

**WHO AND WHAT** – Who (people) and what (animals and plants) live there?

**SEE** – What would we see there? What is natural? What has been made by humans?

**When learning about a new place (for example, during non-geography-based units, such as history-based units) always carry out these actions:**

- **Locate it on a map of the county/region it is in (and show and discuss, using simple compass directions and locational language, where it is in relation to: other places previously studied; our country; our location)**
- **Locate it on a map of the country it is in (and show and discuss, using simple compass directions and locational language, where it is in relation to: other places previously studied; our country; our location)**
- **Locate it on a map of the world (and show where it is in relation to: other places previously studied; our country; our location)**
- **Locate it on a globe (and show and discuss, using simple compass directions and locational language, where it is in relation to: other places previously studied; our country; our location)**

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- Locate it on a plan perspective or on aerial photographs
- Show images of the place (avoid only showing stereotypical images, especially when studying a whole continent or country).