

Geography – Progression of skills



Lymington CE Infant School

Area of Study	Reception (40-60 months)	Year 1	Year 2
<p>Locational Knowledge</p> <p>YR – Our Town</p> <p>Y1 – Our Countries (UK)</p> <p>Y2 – Our World</p>	<p>Talk about different types of transport and journeys - Build different modes of transport to get to different countries. Sp1</p> <p>Name the school and area that they live in – treasure hunt around school. Au1</p> <p>Bruno and Spencer bears – adventures to Rwanda and children’s experience of other countries. Au1-Su2</p>	<p>Name and locate the 4 countries of the United Kingdom – Where has little red lived previously? Find and name on map (letter from LRRH) Sp1</p> <p>Identify characteristics of the 4 countries of the United kingdom – P4C debate in groups why is this country best? Sp1</p>	<p>Name and locate all of the world’s 7 continents and 5 oceans – through music linked to looking down from space. Au1</p> <p>Name and locate the 4 countries of the United Kingdom. Identify characteristics of the 4 countries. Name capital cities within the UK Atlas quizzes and labelling maps Au1</p> <p>Name, locate and identify the seas surrounding the UK – linked to Titanic’s journey Sp1/Sp2</p> <p>Consolidate British isles knowledge through jigsaw – Au1-Su2</p>
<p>Place Knowledge</p> <p>YR – What can Change?</p> <p>Y1 – Changes for our area</p> <p>Y2 – Changes in the world</p>	<p>Children know about similarities and differences in relation to places (ELG)</p> <p>Name the school and area that they live in – treasure hunt around school. Au1</p> <p>Chinese new year – compare new year’s celebrations between 2 countries Sp1</p> <p>Children talk about features of their own immediate environment and how environments may vary from one another (ELG) – seasonal walks around the school to highlight the change in environment. Au1-Su2</p>	<p>Name, describe familiar places – Lymington town walk, would Little Red Riding hood like to live in Lymington? Sp1</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Lymington – coastal town) – Lymington town walk, would Little Red Riding hood like to live in Lymington? Sp1</p> <p>Know about some present changes that are happening eg at school, in their local environment – discussions within English about the change to pond area ‘Should it be a car park?’ Sp2</p> <p>Suggest ideas for improving the school environment – P4C, school council, eco team Au1-Su2</p>	<p>Know about some present changes that are happening eg at school, in the local environment and within the UK – current global news using Newsround clips – Au1-Su2</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European Lymington – Oume, Ivory Coast linked to chocolate topic Au2</p> <p>Know about some present changes that are happening eg across the globe - What a load of rubbish? Persuasive letter to the mayor. Su1</p>

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<p>Human and Physical Geography</p> <p>YR – Features of places</p> <p>Y1 - Features of our town</p> <p>Y2 – Features of our town vs the world</p>	<p>Describe seasonal and daily weather changes. Look closely at similarities, differences, patterns and change (40-60) seasonal walks around the school to highlight the change in environment. Au1-Su2</p> <p>Weather diaries Sp1</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. (ELG)</p> <p>Whatever the weather – explore animals habitats comparing hot and cold areas of the world Sp1</p> <p>Build a small world village/farm/home/forest Au1</p> <p>Use basic geographical vocabulary to refer to key features of places.</p> <p>Vocabulary: School, home, house, town, garden, field, farm, shop, season, weather, beach, forest, mountain, ocean</p>	<p>Identify seasonal and daily weather patterns in the UK Scientific observations of the school tree, cloud cover, rainfall and temperature Au1-Su2</p> <p>Name, describe familiar places – Lymington town walk, would Little Red Riding hood like to live in Lymington? Sp1</p> <p>Use basic geographical vocabulary to refer to: key <u>physical</u> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key <u>human</u> features, including: city, town, village, factory, farm, house, office, port, harbour and shop Au1-Su2</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles – where is chocolate grown and why does it grow there? Au2</p> <p>Use basic geographical vocabulary to refer to: key <u>physical</u> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key <u>human</u> features, including: city, town, village, factory, farm, house, office, port, harbour and shop Au1-Su2</p>
<p>Geographical Skills and Fieldwork</p> <p>YR – Simple line maps and questions</p>	<p>Ask simple geographical questions – topic based shared reads/ How do we get to the post office? Au2/ Who is where in the school? Au1</p> <p>Make simple line maps - Walk to Lymington post office simple line map with labels Au2</p> <p>Use the globe to identify the UK – how far away china is from the UK Sp1</p>	<p>Ask simple geographical questions and discuss responses Why would LRRH like to live in Lymington? Where has little red lived previously? SP1</p> <p>Make simple maps and plans using pictorial representations using a given key Lymington/ internal school building Sp1, Su1</p> <p>Use world maps, atlases and globes to identify the UK</p>	<p>Ask more complex geographical questions and discuss responses – discussions around global geographical news (newsround/ articles) Au1-Su2 <i>"Why have so many creatures lost their homes in Australian bush fires?"</i></p> <p>Devise simple maps and use and construct basic symbols on a key – design your own titanic including given features and making up your own key Sp2</p>

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<p>Y1 – Maps given key question/discussion.</p> <p>Y2 – Maps own key and language complex question/discussion.</p>	<p>Use directional language on, under, in front of, behind, up, down to give instructions to bee bots Sp2</p> <p>Use simple observational skills to explore the school – seasonal walks Au1-Su2</p>	<p>and its countries - P4C debate in groups why is this country best? Sp1</p> <p>Use directional language on, under, in front of, behind, up, down, forwards, backwards, north, south, east, west, left and right to describe the location of features and simple routes on a map prepositional language in English Lymington/ internal school building Sp1, Su1</p> <p>Use simple observational skills to study the geography of the school and its grounds Zog needs to know where he is going around the school so he doesn't get lost. Su1</p>	<p>Use language from previous years and simple compass directions (North, East, South and West) and locational language - Direct the Titanic in Belfast around the British seas to Edinburgh Sp 1</p> <p>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans when learning where the titanic sailed look at atlas identify seas surrounding British Isles and capital cities Sp1-2</p> <p>Use directional language near, far, left and right to describe location of features and routes on a map. Direct the Titanic in Belfast around the British seas to Edinburgh- Sp1</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its surrounding area.</p>
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