



## Skills development

**Subject area:** Geography

Area of study	EYFS	Year 1	Year 2
<p><b>Locational Knowledge</b></p>	<p>Talk about different types of transport and journeys.</p> <p>Name the school and area that they live in.</p>	<p>Understand how some places are linked to other places eg roads, trains.</p> <p>Name and locate 3 of the world’s seven continents (Asia, Africa, Antarctica)</p> <p>Name and locate the 4 countries of the United Kingdom.</p> <p>Identify characteristics of the 4 countries.</p> <p>Name capital cities within the UK.</p>	<p>Name and locate all of the world’s 7 continents and 5 oceans.</p> <p>Name and locate the 4 countries of the United Kingdom.</p> <p>Identify characteristics of the 4 countries.</p> <p>Name capital cities within the UK.</p> <p>Name, locate and identify characteristics of the seas surrounding the UK.</p>
<p><b>Place Knowledge</b></p>	<p>Children know about similarities and differences in relation to places (ELG)</p> <p>Suggest ideas for improving the classroom, outdoor area.</p> <p>Children talk about features of their own immediate environment and how environments may vary from one another (ELG)</p>	<p>Name, describe and compare familiar places.</p> <p>Know about some present changes that are happening eg at school, in their local environment.</p> <p>Suggest ideas for improving the school environment.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Loughborough – Seaside town).</p>	<p>Know about some present changes that are happening e.g. at school, in the local environment and within the UK.</p> <p>Suggest ideas for improving the school environment.</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 (Loughborough – Africa).</p>



<p><b>Human and Physical Geography</b></p>	<p>Describe seasonal and daily weather changes.</p> <p>Look closely at similarities, differences, patterns and change (40-60)</p> <p>Vocabulary: School, home, house, garden, field.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. (ELG)</p>	<p>Describe seasonal and daily weather changes.</p> <p>Use basic geographical vocabulary to refer to key features of places.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</p>	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Use basic geographical vocabulary to refer to key features of places.</p> <p><b>Physical</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.</p> <p><b>Human</b> city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</p>
<p><b>Geographical Skills and Fieldwork</b></p>	<p>Ask simple geographical questions.</p> <p>Make simple maps.</p> <p>Use the globe to identify the UK.</p> <p>Can describe their relative position such as 'behind' or 'next to' (Shape, Space and Measure 30-50)</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems.</p> <p>Use directional language forwards, backwards, left and right to give instructions to a technological toy.</p> <p>Use simple observational skills to explore the school grounds.</p>	<p>Ask simple geographical questions and discuss responses.</p> <p>Make simple maps and plans.</p> <p>Use world maps, atlases and globes to identify the UK and its countries (Places significant to our children)</p> <p>Use directional language forwards, backwards, left and right to describe the location of features and simple routes on a map.</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p>	<p>Ask more complex geographical questions and discuss responses.</p> <p>Devise simple maps and use and construct basic symbols on a key.</p> <p>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, East, South and West) and locational language.</p> <p>Use directional language near, far, left and right to describe location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its surrounding area.</p>

