**Race Leys Infant School: Geography Skills Progression **

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| **Area** | **End of key stage skills** | **Reception** | **Year 1** | **Year 2** |
| **Locational Knowledge** | **Children need to be able to:**  Name and locate the world’s seven continents and five oceans.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | I can talk about and name places in my day to day life. | I can name London as England’s capital city.  I can find London on a map.  I can name and locate the four countries of the United Kingdom.  I can name and locate the surrounding seas.  I can name and locate the capital cities of the UK. | I can name and locate the world’s continents.  I can name and locate the world’s oceans.  I can locate Kenya on a map.  I know Kenya is in the continent of Africa.  I can identify where rainforests are located in the world. |
| **Place Knowledge** | **Children need to be able to:**  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country | I will look at and explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  (People, Culture and Communities, ELG) | I can learn how to find their way around the classroom and school showing an awareness of where things belong.  I recognise similarities and differences in their immediate environment.  I can understand similarities and differences through studying the human and physical geography of coastal/inland areas of UK. | I can identify physical and human features of Kenya.  I can compare features of Bedworth and Nairobi. |
| **Human and physical Geography** | **Children need to be able to:**  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  Use basic geographical vocabulary to refer to: key physical features,  and Key human features. | I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (People, Culture and Communities, ELG)  I can use my understanding of the seasons and weather in my play. | I can compare and contrast inland and coastal areas of UK.  I can start to identify physical/human features.  I can identify seasonal and daily weather patterns in the UK. | I can locate hot and cold places in relation to the equator and North and South Poles. |
| **Geographical skills and fieldwork** | **Children need to be able to:**  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. | I can use simple maps.  I can follow and give directions (Milestone 6) | I can begin to understand the purpose of a map.  I can use simple fieldwork and observational skills to study the geography of my school and its grounds.  I can begin to use locational and directional language; near, far, left and right.  I can follow a map around school.  I can make my own simple maps.  I can use maps, atlases and globes to identify the United Kingdom and its countries. | I can use world maps, atlases, globes (including digital mapping (Google Earth) to identify continents and oceans.  I can locational and directional language to describe features and routes.  I can use developing fieldwork skills to observe, measure and record the human and physical features in the local areas.  I can devise a simple map, using and constructing basic symbols in a key.  I can learn the four points of a compass directions to describe a location of features and routes on a map. |