Geography

Knowledge and Skills Progression

Progression of Knowledge and Vocabulary				
	Reception	**Year 1**	**Year 2**	**Year 3**
Locational knowledge	Name Burlington Infant School and name the town, Bridlington. Comment on and begin to ask questions about aspects of their familiar world such as around Burlington Infant School and Bridlington.	Name the town, Bridlington and locate it on a map. Name and locate the four countries of the United Kingdom and it's surrounding seas. Identify characteristics of the four countries and capital cities of the United Kingdom.	Name and locate the world's seven continents. Name and locate the five oceans.	To recognise where the main climate zones are. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). To locate countries in Europe and the world using maps.
Place Knowledge	Know about similarities and differences in relation to places, objects, materials and living things.	Observe and describe the human and physical features of Bridlington. Name and discuss London Landmarks. To know the difference between a village, town, city, country.	Understand geographical similarities and differences through studying the human and physical features of a small area in a non-European country and comparing with human and physical features of Bridlington. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?	Show an understanding of the names and locations of the world's principal volcanoes and areas at risk from earthquakes. Be aware that different places may have both similar and different characteristics. To know some of the names of – and key information on – the world's main rivers. Use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing human processes; and

				when describing place locations and map features (e.g. the Equator and the world's hemispheres).
Human and Physical Features	Talk about features of their own immediate environment around school. Talk about the daily weather and seasons.	Use basic geographical vocabulary to refer to physical features of Burlington Infant School and grounds and of the surrounding environment. Use basic geographical vocabulary to refer to key physical features of Bridlington (inc beach, cliff, coast, sea, season, weather) and human features of Bridlington (inc town, house, harbour, shop) Identify daily/seasonal weather patterns/day length in the UK.	Use basic geographical vocabulary to refer to key physical and human features of a small area in a non-European country and compare to Bridlington. Discuss daily/seasonal weather Identify the location of hot/cold areas of the world in relation to the equator and the North and South Poles.	Begin to understand how people effect the environment. To describe and understand the main features and causes of volcanoes and earthquakes. Recognise how people can respond to a natural disaster, such as an earthquake.
Skills and fieldwork	Talk about observations of plants, animals, natural and found objects etc in the school grounds and when on school trips.	Use world maps, atlases and globes to identify the United Kingdom and it's countries. Locate Bridlington on a map of the UK Use locational and directional language eg near and far, left and right. Make a map of their classroom using a given key. Use fieldwork and observational skills to study the key human and physical features of the school and surrounding area. Use aerial photographs to label parts of the school. Undertake fieldwork within the school grounds.	Use maps, atlases and globes to identify the continents and oceans studied at this key stage Use simple compass directions to describe the features and routes on maps. Devise simple maps including a key. Plan a route on a map. Use photographs to recognise landmarks and basic human and physical features; Use aerial photographs to recognise landmarks of a continent. Undertake fieldwork within the local area or school grounds.	Carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments. Use globes, atlases and maps to identify the main human and physical features of North and South America. Observe, record, discuss and ask questions about the main features of the local area, based on direct experience. Use maps and supporting information to route -plan a tourist trip around the capital cities of the UK.