

Geography - Progression of skills

	Stepping Stone 1	Stepping Stone 2	Footstep 1	Footstep 2
Key Objectives	By the end of Nursery	By the end of Reception	By the end of Year 1	By the end of Year 2

Locational knowledge	Children can name places in the school and know about their immediate class environment	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	To name and identify characteristics of the four countries and capital cities of the UK and its surrounding areas	To name and locate the seven continents and five oceans
Place knowledge	Children comment on and ask questions about aspects of their familiar world. They show an awareness of the features of the environment in their local areas (e.g. shops, park, pond).	They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non European country.	To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non European country. Concentrate on Islands and seashores.
Human and Physical Geography	Children can use geographical vocabulary to name and describe features of their familiar world (e.g. shop, church, park). They can talk about changes to their environment (weather, new places).	They make observations of animals and plants and explain why some things occur, and talk about changes They know about similarities and differences between themselves and others, and among families, communities and traditions.	Identify seasonal and daily weather patterns in the United Kingdom. Identify 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, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

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			<p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: forest, hill, mountain, soil, valley, vegetation,.</p> <p>key human features, including: city, town, village, factory, farm, house, office.</p>	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop)</p>
<p>Geographical skills and fieldwork</p>	<p>Enjoys playing with small world toys (e.g. farms).</p>	<p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>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.</p>