

# 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

<b>Locational knowledge</b>	Talk about what they see, using a wide vocabulary.	Explore the natural world around them.  Describe what they see, hear and feel whilst outside. •  <b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b>	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
<b>Place knowledge</b>	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (base on breadth of families within the class)  Begin to make sense of their own life-story and family's history (link to recognising familiar places and journeys home)	Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live.  <b>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</b>  <b>Know some similarities and differences between the natural world around them and contrasting environments,</b>	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.

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		<b>drawing on their experiences and what has been read in class.</b>		
<b>Human and Physical Geography</b>	Use all their senses in hands-on exploration of natural materials. (exploring the garden and seasonal changes)	<p>Understand the effect of changing seasons on the natural world around them.</p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></p> <p><b>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.</b></p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</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>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>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop)</p>
<b>Geographical skills and fieldwork</b>	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	<p>Draw information from a simple map.</p> <p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b></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</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.

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			geography of their school and its grounds and the key human and physical features of its surrounding environment.	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.