

# Geography Progression of Skills



## OUR VISION FOR TREWIRGIE INFANTS'SCHOOL

'We care, we help, we succeed'

### OUR MISSION:

- To inspire children to engage in learning, and be valued members of a caring, supportive, and successful school.
- For all our children to develop life- long learning skills; to be independent and creative thinkers and to be socially confident.
- To enable children to be successful through a curriculum that captures their interests, stimulates their ideas, encourages inquisitiveness and critical thinking and meets their needs.

*At Trewirgie Infants' & Nursery School, geography lessons are taught creatively to engage our children's interest. We inspire them to engage and know about where they live and their place in the wider community and the world.*

*We use our local environment and outdoor space to teach the children the imperative skills of map reading and observations to become independent geographers and learners; asking questions about the world around them.*

*Trewirgie Infants' & Nursery School is based in Redruth, a town rich in mining & fishing heritage that has shaped Cornwall as they know it today.*



Curriculum statement

<b>INTENT</b> (curriculum design, coverage and appropriateness)	<b>IMPLEMENTATION</b> (curriculum delivery, teaching and assessment)	<b>IMPACT</b> (attainment and progress)
<p>Our aim for the Geography Curriculum is to inspire children's curiosity and interest to explore the world that we live in and its people. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.</p>	<p>To ensure that high quality geography is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 2. Medium term plans are regularly reviewed by subject leaders and teachers to ensure that topics remain engaging and exciting to the children. Geography lessons are planned through termly topics with a focus on knowledge, understanding and skills. Geography lessons have a strong focus on vocabulary which ensures that all children are able to talk about geography using the appropriate language. The use of vocabulary is progressive from EYFS to Year 2. The subject leaders work closely alongside teachers to ensure that knowledge, understanding and skills within geography lessons are progressive through the school. High quality, up-to-date resources are used to support learning including globes, maps, photographs and atlases - as well as IT resources such as Google Earth in order to also develop children's digital literacy.</p>	<p>Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move from the EYFS through to year 2, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in key stage 2.</p>

## PLACE KNOWLEDGE

*National Curriculum aim:*

*All pupils develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes*

EYFS	YEAR 1	YEAR 2
<p>*I can discuss and begin to describe own significant places such as home and school.</p> <p>*I can begin to identify the main geographical features of their immediate environment</p> <p>*I can understand that places can have similarities and differences.</p> <p>*I can develop a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they use regularly, showing an awareness of where things belong and of the people within Trewirgie school and at home.</p>	<p>*I can begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history.</p> <p>*I know that places be can be compared in many ways e.g. size, amenities, transport, location or weather.</p> <p>*I can observe and describe some geographical similarities and differences between familiar places e.g. their street, school grounds, Redruth area.</p> <p>*I can recognise the difference between physical and human features.</p> <p>*I can begin to understand that geographical features can change over time.</p>	<p>*I can identify reasons why the places studied are significant and the people or groups who they are significant for.</p> <p>*I can understand and explain the meaning of the term 'non-European country'.</p> <p>*I can observe and describe some geographical similarities and differences between locations studied.</p> <p>*I can explain the similarities and differences in the lives of children in the locations studied.</p> <p>*I can explain the difference between human and physical geographical features.</p>
<p><b>Where is Trewirgie Infant school? Where do I live?</b></p> <p><b>Intent:</b> Children begin to identify and describe the features of familiar places. They begin to develop a sense of 'place', beginning with their home and school environments.</p> <p><b>Implementation:</b> Share photos of favourite</p>	<p><b>Lesson 1: What can we see around our school?</b></p> <p>(Fieldwork visit to Redruth Town, developing observational skills and learning how to present geographical findings in a range of ways.)</p> <p><b>Builds on:</b> EYFS - Children can describe some of the features of familiar places including home and school.</p>	<p><b>Lesson 1: What is it like to live in Redruth today?</b></p> <p><b>(FIELDWORK TO BE COVERED IN THIS UNIT)</b></p> <p><b>Builds on:</b> EYFS and Y1 Lesson 1 - Children can make observations in familiar locations and attempt to draw and follow routes on maps. They know what compass directions are and can use aerial photos to</p>

places near home, in Cornwall, in the UK, abroad.

**Future learning:** Provides the foundations for understanding the concept of 'place' which will be built on in Years 1 and 2.

### **Looking on a map, where are the cold places in the world? Where do animals live?**

**Intent:** Children understand that some places in the world are colder than the place that they live in (focusing on the Poles) and can describe some of the features of these cold places.

**Implementation:** Link to text Lost and Found

**Future learning:** Y2 Lesson 2 - Children develop their understanding of hot and cold places around the world.

### **Our local area and its features**

**Intent:** Children develop their sense of 'place' by beginning to describe their immediate environment and its geographical features, including some similarities and differences between familiar places.

**Implementation:** Walk around school and walk around local area. Look at familiar places we

Children know what a map is and have begun to use them to identify and locate geographical features.

**Intent:** Children can describe a range of geographical similarities and differences between a range of familiar places within and around the school grounds. They begin to understand that places can be compared in many different ways and that places can change over time. Children learn to follow a route on a prepared map/plan of school grounds/immediate local area and begin to draw own maps/plans of familiar places/routes followed, using own symbols in simple keys. They are introduced to compasses and compass directions and begin to use them on their walks. They can use aerial photos e.g. from Google Maps to identify familiar features within the school grounds and use tallies and tables to present findings from fieldwork.

**Implementation:**

**Future learning:** Y2 Lesson 1 - Developing an understanding of Redruth as a significant place.

### **Lesson 2: What do we know about our school and where we live? Can we talk about people and places within our local environment?**

**Builds on:** EYFS and Y1 Lesson 1 - Children have developed an understanding of the geographical features of their immediate environment.

**Intent:** Children begin to compare significant places in the UK (e.g. capital cities) and identify some similarities and

identify features.

**Intent:** Children continue to develop first-hand observation skills, following routes on maps and identifying features, simple patterns and similarities and differences during their fieldwork. They devise their own maps with symbols and keys and begin to recognise some OS symbols on maps used. They can make selections from a wider range of sources to gain information, begin to use digital mapping and present their findings using pictograms, tallies and tables.

**Implementation:**

**Future learning:** KS2 - developing their mapping skills to include the use of four-figure grid references and an understanding of eight compass points.

### **Lesson 2: What is it like to live in Redruth today?**

**Builds on:** EYFS and Y1 Lesson 1 - Children are now familiar with a range of places in their school grounds and surrounding streets and can identify some of their geographical features.

**Intent:** Children develop a secure understanding of the difference between human and physical features and continue to develop their personal sense of 'place' by investigating the key human and physical features of Redruth and Cornwall.

know on a map/Google Earth. What can we see? What could those features be and how do we know?

**Future learning:** Provides the foundations for place awareness and understanding in future local area units in Years 1 and 2.

### What is it like at the seaside?

**Intent:** Children begin to build their understanding of the seaside as a nearby place and can identify some of the key geographical features that can be found there.

**Implementation:** Link to trip to the beach. What can we see? What is it? How do we know?

### Future learning:

Provides the foundations for place awareness and understanding in future local area units in Years 1 and 2.

### Autumn, Winter, Spring and Summer

**Intent:** Children can identify how the daily weather and seasonal changes affect their immediate environment.

**Implementation:** Daily weather observations at registration time. Link this to what

differences. Children can distinguish between physical and human features.

### Implementation:

**Future learning:** Lesson 3: Comparing contrasting places

**KS2** - Identifying some of the similarities and differences between other cities/towns/regions within the UK.

**Lesson 3:** How can we use maps to find out about our world? Can I compare Redruth with a contrasting place in the UK?

**Builds on:** EYFS and Y1 Lesson 2 - Children have begun to recognise features of places beyond their immediate environment.

**Intent:** Children describe our town and its features compared to the countryside / city.

### Implementation:

**Future learning:** Y2 Lesson 3: How does living in **Mugurameno** compare to living in Cornwall?

### Implementation:

**Future learning:** History - Developing an understanding of Redruth as a significant Mining town in the local region.

**Lesson 3:** What is it like to live in hot and cold places?

**Builds on:** EYFS - Developing an understanding of cold places in the world and the features of some of these places.

**Intent:** Children compare and contrast a range of hot and cold places around the world. They describe what life is like for people (including children) who live there and identify geographical similarities and differences between places.

### Implementation:

**Future learning:** Y2 Lesson 3 - Studying a place with a contrasting climate in depth.

**KS2-** Understanding the continent of Europe and its countries as significant places and describing key features.

-Introduction to world climates and how they affect the geography of places.

happens in different seasons of the year.  
What season is it now? How do we know?

**Future learning:** Y1- Identifying effects of weather and seasonal changes on a wider range of places and in more depth.

**Lesson 3: How does living in Mugurameno compare to living in Cornwall?**

**Builds on:** Y1 Lesson 3 -

Children have an understanding of Africa as one of the world's seven continents.

Y2 Lessons 1 and 2 - Children can describe the key human and physical features of and have compared a range of hot and cold places and their features.

**Intent:** Children develop their understanding of 'place' by investigating and describing the features of a small area within a contrasting non-European country (Mugurameno in Zambia) and identify similarities and differences between Mugurameno and Redruth.

**Implementation:**

**Future learning:** KS2 - Developing an understanding of 'place' by studying a range of contrasting places outside the UK and comparing with our home location.

# LOCATIONAL KNOWLEDGE

*National Curriculum aim:*

- *All pupils develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes*

EYFS	YEAR 1	YEAR 2
<p>* I can begin to identify the locations of their home and school and other familiar places.</p> <p>*I can begin to describe locations using simple locational and directional language.</p> <p>*I can begin to ask and answer simple geographical questions linked to location e.g. Where is...?</p>	<p>*I can name and locate the four countries of the UK and their capital cities.</p> <p>* I can identify geographical characteristics of the four countries and capital cities of the UK.</p> <p>* I can name and locate the seas surrounding the UK.</p>	<p>* I can name and locate the seven continents and five oceans of the world.</p> <p>* I can describe some geographical similarities and differences between the continents of the world based on their locations.</p> <p>* I can identify and locate the North and South Poles and the Northern and Southern Hemispheres</p> <p>* I can identify and locate continents that have significant hot or cold areas and link to Poles/Equator</p> <p>*I can identify and locate places studied (Cornwall, Redruth) on a range of maps.</p>
<p><b>Where is Trewirgie Infants School? Where do I live?</b></p> <p><b>Intent:</b> Begin to understand the concept of a location using school and home as familiar examples.</p> <p><b>Implementation:</b> Use Google Earth, local maps, photos</p> <p><b>Future learning:</b> Provides the foundations for all future learning on the concept of location.</p> <p><b>Where are the cold places in the world? Where do animals live?</b></p> <p><b>Intent:</b> Children are introduced to the</p>	<p><b>Lesson 1: Can I talk about where I live? Where</b></p> <p><b>Builds on:</b> EYFS - Beginning to identify location of school and home.</p> <p><b>Intent:</b> Children understand /and can identify the location of the school and a range of locations within the school grounds and its surrounding streets.</p> <p><b>Implementation:</b></p> <p><b>Future learning:</b> Y2 Unit 1 - Identifying location of and locations within Cornwall.</p> <p><b>Lesson 2: Can I name and locate the four countries making up the British Isles, with their capital cities? Can I name the surrounding seas of the United Kingdom?</b></p>	<p><b>Lesson 1: What is it like to live in Redruth today?</b></p> <p><b>Builds on:</b> Y1 - Children are now familiar with the locations within the school grounds and surrounding streets.</p> <p><b>Intent:</b> Children can identify the location of Redruth on a range of maps and begin to compare it with the location of other familiar places linked to its physical and human features.</p> <p><b>Implementation:</b></p> <p><b>Future learning:</b> Y2 Lesson 3 - Identifying locations of continents and oceans.</p> <p><b>Lesson 3: How can we use maps to find out about our world?</b></p>

world map and a globe and begin to recognise the location of the Poles. They will look closely at similarities and differences, make observations of animals and explain why some things occur.

**Implementation:** Link to Lost and Found text

**Future learning:** Y1 unit on world mapping and Y2 unit on Hot and cold places.

#### **Our local area and its features**

**Intent:** Children can begin to identify locations of familiar geographical features within their immediate environment and how environments may vary from one another.

**Implementation:** Use photos of familiar local places, label features they see

**Future learning:** Provides the foundations for locational awareness future local area units in Years 1 and 2.

#### **What is it like at the seaside?**

**Intent:** Children become aware of local coastal locations outside their immediate environment and experience a visit to one of these locations. They make comparisons between other familiar environments.

**Implementation:** Link to Billy's Bucket text and trip to the beach

**Future learning:** Provides the foundations for locational awareness

**Builds on:** EYFS - Children have talked about and begun to identify a range of locations in the local area

**Intent:** Children are introduced to UK maps and are able to use them to locate the countries, capital cities and surrounding seas of the UK. They use a range of other sources to find out more about the locations studied.

**Implementation:**

**Future learning:** Y1 Lesson 3 - Can I talk about the main features of each of the four countries that make up the United Kingdom?

#### **Lesson 3: Can I talk about the main features of each of the four countries that make up the United Kingdom?**

**Builds on:** EYFS - Children have talked about and begun to identify a range of locations in the local area

**Intent:** Children use a range of resources including maps, pictures, google earth to find out more about the locations studied.

**Implementation:**

**Future learning:** Y2- Lesson 3: How can we use maps to find out about our world?

**KS2** - Identifying and developing awareness of a range of locations within each country of the UK.

**Builds on:** Y1 - Children have been introduced to the world map and have located the UK and its four countries.

**Intent:** Children name and locate the world's seven continents, five oceans, and Northern and Southern Hemispheres on a globe and on a world map.

**Implementation:**

**Future learning:**

Y2 Lesson 4 - Comparing the location of Redruth to the location of **Mugurameno?**

#### **Lesson 4: What is it like to live in hot and cold places? Is Cornwall a Hot or Cold place?**

**Builds on:** EYFS - identifying the location of cold places on a world map and Y1 Lesson 3 - locating the world's continents and oceans.

**Intent:** Children locate hot and cold areas within continents using globes and maps. They can also identify the locations of the North and South Poles and the Equator, Arctic Circle and Antarctic Circle as lines of latitude.

**Implementation:**

**Future learning:** KS2 - Identifying the location of countries within the continent of Europe

#### **Lesson 3: How does living in Africa compare to living in Cornwall?**

**Builds on:**

Y1 Lesson 3 - Children are familiar with the location of the seven continents, including Africa.

Y2 Lesson 1 - Children understand the location of Redruth within the local area within the Cornwall, and UK.

future local area units in Years 1 and 2.

#### **Using maps/Making maps**

**Intent:** Developing locational awareness using simple/own maps of school as well as familiar journeys that may take place.

**Implementation:** Create maps linked to journey of *Gingerbread Man*

**Future learning:** Provides foundations for all future learning linked to locational awareness in Years 1 and 2.

#### **Positional vocabulary/using maps and Beebots**

**Intent:** Children are introduced to simple positional vocabulary and begin to relate these to maps.

**Implementation:** Link to maths teaching, creation of maps for *Gingerbread Man* and visit to the beach.

**Future learning:** Y1 - Using locational and directional vocabulary to describe routes and features.

**Intent:** Children identify the location of **Zambia** on a map of Africa and **Mugurameno** on maps of Africa. They can compare these locations with the location of Redruth in Cornwall in the UK.

**Implementation:**

**Future learning:**

KS2 - Comparing locations of a range of contrasting places outside the UK with our home location.

# HUMAN AND PHYSICAL GEOGRAPHY

*National Curriculum aim:*

- *All pupils understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about*

EYFS	YEAR 1	YEAR 2
<p>* I can begin naming features/familiar places within the local environment e.g. school, home, house, road, park</p> <p>* I can make observations of the local environment and begin to understand why some things occur and/or change</p> <p>* I can identify and begin to describe the daily weather and seasons using basic vocabulary</p> <p>* I can identify similarities and differences between familiar places using basic vocabulary</p>	<p>*I can begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features.</p> <p>* I can identify key human and physical features of familiar places including the school, its grounds and the surrounding environment</p> <p>*I can begin to express opinions on the features of the immediate local environment</p> <p>*I can use some basic geographical vocabulary (see NC and vocabulary section of this grid) to identify key human and physical features of places studied</p> <p>*I can identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season</p>	<p>*I can explain the main differences between human and physical geographical features.</p> <p>* I can understand and use a range of basic geographical vocabulary (see NC and vocabulary section of this grid) to identify key human and physical features of the places studied</p> <p>*I can make simple comparisons between the key human and physical features of places studied (e.g. Redruth and Mugurameno)</p> <p>*I can express a range of opinions on the features of Redruth and suggest improvements that could be made.</p> <p>*I can discuss where in the world is hot and cold in relation to the Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles and North and South Poles.</p>
<p><b>Where is Trewingie Infants School? Where do I live?</b></p> <p><b>Intent:</b> Children begin to explore the human and physical features of their immediate environment and begin to use basic vocabulary to identify these.</p> <p><b>Implementation:</b> Link to looking after our environment. How can we look after our school environment? How do we impact on how it looks?</p> <p><b>Future learning:</b> Provides the foundations for developing an understanding of human and</p>	<p><b>Lesson 1: What does our school look like? It is more natural or man-made?</b></p> <p><b>Builds on:</b> EYFS - Children can identify some of the human and physical features of familiar places using basic vocabulary.</p> <p><b>Intent:</b> Children continue to develop their understanding of the human and physical features of the school, its grounds and the immediate local area. They begin to express their opinions on these features and can use basic geographical vocabulary to describe them.</p> <p><b>Implementation:</b></p>	<p><b>Lesson 1: What does our town look like? How can it be improved?</b></p> <p><b>Builds on:</b> EYFS and Y1 Lesson 1 - Children can use basic vocabulary to identify physical and human features within their immediate environment.</p> <p><b>Intent:</b> Children can identify and express their opinions on some of the physical and human features of Redruth and suggest possible improvements that could be made to the local area. They secure their understanding of the differences between human and physical features.</p> <p><b>Implementation:</b></p>

physical geographical features in KS1.

### Where are the cold places in the world?

#### Where do animals live?

**Intent:** Children understand that physical features (e.g. weather) in some places in the world contrast with those found in their own environments.

**Implementation:** Link to Lost and Found text. Make aware of the global issues affecting cold places. How can we help?

**Future learning:** KS1 - Comparing physical geographical features of our local area to other locations.

### Our local area and its features

**Intent:** Children continue to identify key human and physical features of their local area, begin to understand how some of these have changed and begin to identify some similarities and differences between these features/places.

**Implementation:** Use photos of familiar landmarks/maps and look at how these have changed through time. Why might this happen?

**Future learning:** Provides the foundation for understanding the human and physical geography of the wider local area and region in Years 1 and 2.

### What is it like at the seaside?

**Intent:** Children identify some of the human and physical features in a contrasting local location and can compare it to where they

**Future learning:** Y2 Lesson 1 - Describing the human and physical geographical features of Redruth and Cornwall.

### Lesson 2: Can I compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality?

**Builds on:** EYFS and Y1 Lesson 1 - Children can identify examples of physical and human features from their immediate environment.

**Intent:** Children begin to develop an understanding of some of the physical (e.g. surrounding seas) and human (e.g. capital cities) features of the UK and can understand the differences between physical and human features.

**Implementation:**

**Future learning:**

**KS2** - Developing an understanding of the human and physical geography of the UK.

### Lesson 3: Can I use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied?

**Builds on:** EYFS - Children have begun to recognise that physical features in some places in the world are different from those in their own environment.

**Intent:** Children begin to develop an understanding of physical features in the wider world and use basic vocabulary (e.g. ocean, sea, continent) to identify these.

**Implementation:**

**Future learning:** Y2 Lesson 2 - Identifying some of the

**Future learning:**

**KS2** - Identifying the physical and human geography of Cornwall and the South West region, including how elements of these have changed over time.

### Lesson 2: What is it like to live in hot and cold places?

**Builds on:** EYFS - Children understand some of the physical geographical features of the world's cold places.

**Intent:** Children identify the key human and physical features of a range of hot and cold places around the world and some of the similarities and differences between these places.

**Implementation:**

**Future learning:** Y2 Lesson 3 - Identifying the human and physical features of a contrasting area in a non-European country.

**KS2** - Identifying some of the key human and physical features in the UK and Europe.  
- Understanding the concept of 'climate' and its effect on the human and physical geography of the world.

### Lesson 3: How does living in Mugurameno compare to living in Redruth?

**Builds on:** Y1 Lesson 3 - Children understand some of the physical geographical features found in continents around the world, including Africa.

Y2 Lesson 1 and 2 - Children can describe the key human and physical features of Redruth and have compared a range of hot and cold places and their features.

<p>live.</p> <p><b>Implementation:</b> Link to visit to the beach. Label photos and talk about what is similar and different.</p> <p><b>Future learning:</b> Provides the foundation for understanding the human and physical geography of the wider local area and region in Years 1 and 2.</p> <p><b>Autumn, Winter, Spring and Summer</b></p> <p><b>Intent:</b> Children begin to develop an understanding of the process and changes associated with weather and seasons.</p> <p><b>Implementation:</b> Daily discussions about the weather, why certain weather is linked to specific seasons, talk about clothing we need to consider at these times.</p> <p><b>Future learning:</b> Y1 Lesson 4 - Developing understanding of the processes and changes involved with weather and the seasons in more depth.</p>	<p>physical and human geographical features of hot and cold places around the world.</p> <p>Y2 Lesson 3 - Comparing the key human and physical features of Mugurameno and Redruth.</p> <p><b>Lesson 4: What is the weather like in Cornwall?</b></p> <p><b>Builds on:</b> EYFS - Children have begun to understand the process and some of the changes associated with weather and the seasons.</p> <p><b>Intent:</b> Children can identify and describe seasonal and daily weather patterns and explain seasonal patterns and changes, including how the weather changes with each season. (e.g. temperature, wind speed and direction, rainfall) and present their findings using tables, graphs/charts and drawings.</p> <p><b>Implementation:</b></p> <p><b>Future learning:</b> Y2 Lesson 2 - Identifying similarities and differences between hot and cold places.</p>	<p><b>Intent:</b> Children identify the key human and physical features of Mugurameno in Zambia and make comparisons with the features found in their local area (Redruth). They can describe some of the reasons for similarities and differences between the two locations.</p> <p><b>Implementation:</b></p> <p><b>Future learning:</b> KS2 - Comparing the human and physical geography of a range of places outside the UK with our home location.</p>
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# GEOGRAPHICAL SKILLS AND FIELDWORK

*National Curriculum aim:*

- **All pupils are competent in the geographical skills needed to:**
  - *Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes*
  - *Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)*
  - *Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length*

EYFS	YEAR 1	YEAR 2
<p><b><u>Graphicacy skills:</u></b>                      *Identify a map.                      * Begin to make attempts at drawing a map                      *Make attempts to draw and label features of familiar environments and imaginary places                      *Begin to use secondary sources (e.g. photographs, sketches or films) to find out about places</p> <p><b><u>Fieldwork enquiry and practical skills:</u></b>                      *Make basic observations of familiar environments, including identifying some similarities and differences between places.                      *Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</p> <p><b><u>Academic skills:</u></b>                      * Begin to ask and answer simple questions about what has been observed.</p>	<p><b><u>Graphicacy skills:</u></b>                      *Use a globe and world map and locate continents and oceans and a UK map to identify countries, capitals and surrounding seas.                      *Begin to follow routes on prepared maps                      *Use basic symbols in a key                      *Draw own maps and plans by drawing around shapes/using own symbols                      *Use tallies and simple tables (<i>from Maths NC</i>)                      *Begin to use aerial/satellite photos and plan perspectives to recognise familiar features</p> <p><b><u>Fieldwork enquiry and practical skills</u></b>                      *Engage in simple, teacher-led fieldwork enquiries                      * Begin to use first-hand observation, including using the senses, to identify features/patterns including similarities and differences.                      *Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.                      *Understand what a compass is and begin to use one for simple navigation.</p> <p><b><u>Academic skills:</u></b>                      * Ask and answer simple questions when prompted about what has been observed.</p>	<p><b><u>Graphicacy skills:</u></b>                      *Use world maps, globes and atlases to identify locations studied                      *Devise a simple map of a place in the local area                      *Use and construct basic symbols in a key                      *Begin to recognise and identify basic OS symbols                      *Use simple grid references (e.g. A1, D7) to locate squares on a map                      * Zoom in/out and begin to highlight/annotate digital maps                      *Use pictograms, tally charts, and simple tables (<i>from Maths NC</i>)                      *Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features</p> <p><b><u>Fieldwork enquiry and practical skills</u></b>                      *Engage in teacher-led/guided enquiries                      *Use first-hand observation to comment on features/patterns/ similarities and begin to measure using standard units                      *Use a compass (four compass points) to follow and describe routes                      *Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW).</p>

\*Understand that we can find out about the world from a range of sources (link to History NC)  
\*Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams.

**Academic skills:**  
\*Confidently ask and answer questions about what has been observed  
\*Start to make selections from or within sources of information.  
\*Identify ways in which *Geography* is presented and represented (e.g. fiction, images, maps)  
\*Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.

The geographical skills and fieldwork strands are progressively taught through the place knowledge, locational knowledge and human and physical geography units.

## YEAR GROUP VOCABULARY BY STRAND

	EYFS	Year One	Year Two
<i>(REVISE AND SECURE VOCABULARY INTRODUCED IN PREVIOUS YEAR GROUPS)</i>			
<b>Locational Knowledge</b>	<p><i>North Pole</i>  <i>South Pole (Introduce - will be developed in KS1)</i></p>	<p>Grangetown                      Fabian Road                      Birchington Avenue                      High Street                      Church Lane</p> <p>United Kingdom                      + four countries of UK and capital cities                      Republic of Ireland</p> <p>British Isles                      Great Britain</p> <p>North Sea                      Irish Sea                      English Channel</p> <p>Europe                      Africa                      Asia                      Australia                      North America                      South America Antarctica</p> <p>Pacific Ocean                      Atlantic Ocean                      Indian Ocean                      Arctic Ocean                      Southern Ocean</p>	<p>Redruth                      Falmouth Road                      Station Hill                      Trewirgie Hill                      Cornwall county                      South West                      Carn Brea                      Carn Marth</p> <p>Teesville                      Ormesby</p> <p><i>Alternatives:</i>                      Australasia                      Oceania                      Eurasia                      Afro-Eurasia</p> <p>North and South Atlantic Ocean</p> <p>North Pole                      South Pole                      Arctic Circle                      Antarctic Circle</p> <p><i>Equator</i>  <i>Northern Hemisphere</i>  <i>Southern Hemisphere</i></p>

			<i>(Introduce - will be developed in KS2)</i> Zambia River Zambezi Mugurameno
Place Knowledge	place feature same different	location local national area point building landscape community <i>physical/human</i> <i>similarity/difference (introduce)</i>	significant global international locality European/non-European physical (feature) human (feature) similarity difference Compare and Contrast
Human and Physical Geography	school playground home/house road/street park shop field  hill beach river sea hot/cold <i>weather + weather vocab</i> <i>season (Introduce - will be developed in KS1)</i>	(capital) city town village farm office factory port/harbour  coast beach cliff forest mountain ocean weather (+ weather vocab) temperature season/seasonal + (names of seasons)  journey abroad  object (from Sci NC)	landmark terrace/detached/ semi-detached/flat airport university mine dam border  <i>poles</i> <i>Equator (Introduce - will be developed in KS2)</i> desert valley vegetation island national park  habitat life cycle food chain/web (from Sci NC)

<p><b>Geographical Skills and Fieldwork</b></p>	<p>map place</p> <p>behind/in front of next to above below inside outside along around <i>up</i> <i>down</i> <i>left</i> <i>right</i> <i>(Introduce - will be developed in KS1)</i></p> <p>Where/ Where is...?</p>	<p>globe world map atlas aerial photo route plan <i>symbol</i> <i>key (Introduce - will be developed in Year 2)</i></p> <p>tally tables (from Maths NC)</p> <p>senses (from Sci NC) direction near/far/further left/right high/higher</p> <p>compass <i>compass direction/point</i> <i>North/South /East/West</i> <i>(Introduce - will be developed in Year 2)</i></p>	<p>symbol key grid grid reference digital map satellite photo zoom in/out highlight/label</p> <p>measure pictograms (from Maths NC)</p> <p>beyond</p> <p>compass direction/point North/South /East/West <i>(Introduce - will be developed in Year 2)</i></p> <p>source patterns similarity/difference</p>
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