

Geography Skills Document

	Nursery	Reception	Year 1	Year 2
	Understanding the World People, Culture and Communities The Natural World			
Locational Knowledge General geographical knowledge, position & significance, UK & Global	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs 	<ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world • Find out about their environment and talk about those features they like/dislike. 	<ul style="list-style-type: none"> • Understand how some places are linked to other places e.g. roads, trains. • Name and locate the 4 countries of the United Kingdom. • Identify characteristics of the 4 countries. 	<ul style="list-style-type: none"> • Recap the name and location the 4 countries of the United Kingdom. • Recap the characteristics of the 4 countries of the UK. • Name capital cities within the UK. Name, locate and identify characteristics of the seas surrounding the UK. • Name and locate all of the world's 7 continents and 5 oceans • Find our class country on a world map.

<p>Place Knowledge Simple comparisons & contexts</p>		<ul style="list-style-type: none"> • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. 	<ul style="list-style-type: none"> • Name, describe and compare familiar places. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the local environment. • To talk about and describe the locality. • To describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality / at another place I have studied). 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European • To compare places at a local scale (e.g. where I live and another place at a similar scale in a non-European country). • To describe some differences between places near the equator and at the poles. • To recognise and describe simple patterns in the environment (eg the variations in
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				traffic during the day)
Human & Physical Geography		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Describe seasonal and daily weather changes. To identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine) Use basic geographical vocabulary to refer to key features of places. For example: Physical- Forest, hill, mountain, sea, river, season and weather. Human - City, town, village, house, office and shop. 	<ul style="list-style-type: none"> Describe seasonal and daily weather changes. To identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles. Use basic geographical vocabulary to refer to key features of places. For example: Physical- beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human- city, town, village, factory, farm, house, office, port, harbour, shop
Geographical Skills & Fieldwork		<ul style="list-style-type: none"> Recognise some environments that 	<ul style="list-style-type: none"> Ask and answer simple geographical 	<ul style="list-style-type: none"> Ask more complex geographical questions and

<p>Enquiry, mapping, fieldwork, critical thinking, vocabulary</p>		<p>are different to the one in which we live.</p> <ul style="list-style-type: none"> • Use appropriate words e.g. town, village, road, path, house, flat, temple and synagogue, to help children make distinctions in their observations. 	<p>questions and discuss responses.</p> <ul style="list-style-type: none"> • Make simple maps and plans. • Use directional language forwards, backwards, left and right to describe the location of features and simple routes on a map. • Use simple observational skills to study the geography of the school and its grounds. • To use maps, globes and aerial images to recognise some features and places (in my locality) • To talk about/ describe a locality 	<p>discuss responses, using geographical vocabulary.</p> <ul style="list-style-type: none"> • Devise and use simple maps and use and construct basic symbols on a key (paper and digital) • Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions (North, East, South and West) and locational language. • Use directional language near, far, left and right to describe location
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			<p>using some appropriate vocabulary e.g. features, location, geographical characteristics such as weather and what happens there).</p>	<p>of features and routes on a map.</p> <ul style="list-style-type: none">• Use simple fieldwork and observational skills to study the geography of the school and its surrounding area.• Collect data. Describe and compare places. To use aerial images to help me describe what a place is like and locate key features.
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