

# Locks Heath Infant School - Geography Progression in Skills

Some skills to be covered across all year groups as ongoing.

	Early Years	Year 1	Year 2
<b>Contextual world knowledge</b>	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world		
<b>Understanding</b>	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.		
	Simple comparing - "there's trees here and at the woods where I walk my dog"	Starting to use geographical vocabulary accurately to compare and contrast.	
<b>Geographical enquiry</b>	Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.		
<b>Map knowledge</b>			
<b>Map knowledge</b>	Identify places of interest to the children and find them as places on maps. Identify places of relevance and in the news Understand there are other countries in the world	Begin to identify the 7 continents and 5 oceans Identify contrasting non-European place (Africa - specific place in Africa (link school) Identify places of relevance and in the news	Identify the 7 continents and 5 oceans Identify places of relevance and in the news
<b>UK locations</b>	Identify their place in the school and their classroom.	Identify own school and county (Hampshire) both now and over time.	Identify the 4 countries, capitals, surrounding seas, own school and county (Hampshire) both now and over time
<b>Map vocabulary</b>			
<b>Positional vocabulary</b>		Equator, South Pole, North Pole	
<b>Direction vocabulary</b>	Up, down Bigger/smaller, like/dislike, same/different	Up, down, left, right, near, far North, East, South, West Bigger/smaller, like/dislike, similar/different	

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<b>Map skills</b>		
<b>Grid references</b>		Letter and number co-ordinates
<b>Compass points</b>		4 point compass directions to follow and give directions
<b>Map work</b>	Draw information from a simple map.	Draw a simple map from imagination, stories or knowledge Create and use symbols in a key Interpret simple symbols on a map Describe features and routes on a map Give and follow directions and routes on a simple map
<b>Resources (used as applicable to each year group and a range to be used to promote children's curiosity)</b>		
<b>Maps</b>	Globe, world map, UK map, infant atlas, large scale OS map	
<b>Visual resources</b>	Photos, aerial images, plan perspectives, satellite pictures, google maps, graphs, diagrams, YouTube, News Round, newspapers, postcards, books, leaflet, place maps, blank map, jigsaw	
<b>Enquiry</b>		
<b>Focus</b>	Child centred, interpreted by the child's imagination, subjective	
<b>Skills</b>	Identify and begin to describe and compare	Identify, describe, explain, compare, evaluate
<b>Questions</b>	Ask and answer questions in isolation and sequence Think about how different people may have a different opinion	
<b>Fieldwork</b>	Teacher/child led practical fieldwork with photos and simple recordings by the children as appropriate.	Teacher/child led question and enquiry, observations to recognise features, basic sketch to show features, photos to record features, group work with an adult, simple observations to use as evidence to reach a simple conclusion.