



Knowledge and Skills Progression	Nursery	Reception	Year 1	Year 2	Year 3
<p><b>Locational Knowledge</b></p> <p><b>Link to PSHE/ECO/BRITISH VALUES/NOW</b></p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Understand positional language. Describe a familiar route.</p> <p>Key vocabulary - World, Buxton, Fairfield, hills, sea, trees, park, roads, streets, river, houses, shops, church.</p> <p><i>I can play outdoors.</i>  <i>I can observe the natural world outside my classroom.</i>  <i>I am beginning to use descriptive words to describe what I see outdoors.</i>  <i>I can identify a plant.</i>  <i>I can identify an animal.</i>  <i>I understand positional words.</i>  <i>I can describe a familiar route.</i></p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Understand positional words. Describe a familiar route.</p> <p>Know that they live in Fairfield/Buxton.</p> <p>Key vocabulary – Nursery plus – map, England, town, mountains, beach, motorway, airport, lake, same, different.</p> <p><i>I can tell you where I live and describe its features.</i>  <i>I can use my senses to explore the natural world.</i>  <i>I can climb to explore.</i>  <i>I can explore unfamiliar areas in the outdoors.</i>  <i>I can show you I'm interested in the outdoors</i>  <i>I can tell you familiar plants and name them.</i>  <i>I can tell the difference between bushes and trees.</i>  <i>I can say bird names familiar to my outdoors.</i>  <i>I can say animal names.</i>  <i>I can understand and use positional words.</i>  <i>I can describe a familiar route.</i></p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Compare and contrast the different countries landmarks and what they are famous for.</p> <p>Know that they live in the UK/England/Fairfield/Buxton. Locate UK on a world map.</p> <p>Key vocabulary – R&amp;N plus - Use locational language (near, far, left, right, north, south, east, west), UK, England, Scotland, Wales, Northern Ireland, city, village, London, Belfast, Cardiff, Edinburgh, capital city, world map, globe, ocean, contrast, compare, characteristics, landmarks.</p> <p><i>I can tell you where I live.</i>  <i>I can name and locate the four countries of the UK.</i>  <i>I can name the four capital cities of the UK.</i>  <i>I know the names of some of the seas surrounding the UK.</i>  <i>I can talk about some of the landmarks of countries in the UK.</i>  <i>I can locate the UK on a world map.</i>  <i>I can use geographical language to describe what I have learnt.</i></p>	<p>Name and locate the world's seven continents and five oceans. Compare and contrast the different continents in terms of wildlife, landmarks, climate. Identify places in the world that children have visited.</p> <p>Know their own address. Locate UK on a map or globe.</p> <p>Key vocabulary – R&amp;N&amp; Y1 plus – Continents, Africa, Asia, Australasia, North America, South America, Antarctica, Europe, transport, travel.</p> <p><i>I can name and locate the seven continents of the world.</i>  <i>I can name and locate the five oceans of the world.</i>  <i>I can compare and contrast different aspects of world geography.</i>  <i>I know my own address.</i>  <i>I can locate the UK on a map or globe.</i>  <i>I can use geographical language to describe what I have learnt.</i></p>	<p>Find countries of the world on a map or globe. Identify positions of significance eg: equator, north and south hemispheres, Arctic and Antarctic circles, Greenwich Mean Time and time zones. Identify and recognise key physical and human features.</p>

<p><b>Place Knowledge</b></p> <p><b>Link to PSHE/ECO/BRITISH VALUES/NOW</b></p>	<p>Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><i>I can use my senses to describe what I see.</i>  <i>I can say how it makes me feel.</i>  <i>I can explore my outdoor environment.</i>  <i>I can explore my outdoors to experience changes, weather and physical challenges.</i></p>	<p>Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. Know that there are different countries in the world and how they are different.</p> <p><i>I can use my senses to describe what I see.</i>  <i>I can say how it makes me feel.</i>  <i>I can explore my outdoor environment.</i>  <i>I can explore my outdoors to experience changes, weather and physical challenges.</i>  <i>I can tell you where I live and describe its features.</i>  <i>I can tell you about the countryside/city/seaside and why it's different to where I live.</i>  <i>I can tell you about a place in the world I would like to go and why.</i>  <i>I can explore a different country.</i>  <i>I can see this country is different to where I live.</i></p>	<p>Understand geographical similarities and differences through studying the human and physical geography of their locality and comparing and contrasting it with a different area of the United Kingdom (eg a seaside).</p> <p><i>I can talk about the similarities and differences between two localities.</i>  <i>I can identify physical and human features in my local environment.</i>  <i>I can use my senses to describe what I see.</i>  <i>I can say how it makes me feel.</i></p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p><i>I can compare the UK with a contrasting country.</i>  <i>I can compare a specific locality in the UK with a contrasting locality in a different country.</i>  <i>I can use key vocabulary to demonstrate geographical knowledge. (population, weather, similarities, differences, farming, culture, desert, volcano etc)</i>  <i>I can use my senses to describe what I see.</i>  <i>I can say how it makes me feel.</i></p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, Eastern Europe and South America.</p>
<p><b>Human &amp; Physical Geography</b></p> <p><b>Link to PSHE/ECO/BRITISH VALUES/NOW</b></p>	<p>Identify seasonal and daily weather patterns in the United Kingdom. Be aware of different localities and geographical features in the UK. Begin to understand the need to respect the environment.</p> <p><i>I can talk about different features of an environment</i></p>	<p>Developing an understanding of growth, decay and changes over time. Identify seasonal and daily weather patterns in the United Kingdom. Be aware of different localities and geographical features in the UK.</p> <p><i>I can tell you about winter.</i>  <i>I can tell you about spring.</i></p>	<p>Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, vegetation, key human features, including: town, village, factory, farm, house etc.</p>	<p>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,</p>	<p>Developing an understanding of the impact humans have on the world. Locate a range of the world's most significant human and physical features and explore the interaction between physical and human processes and of form and environments.</p>

	<p><i>(trees in a park or sand on a beach).</i></p> <p><i>I know how to respect and care for the environment.</i></p> <p><i>I can talk about the weather.</i></p> <p><i>I can tell you if I need a coat.</i></p> <p><i>I observe changes in weather.</i></p> <p><i>I am beginning to learn about the seasons.</i></p>	<p><i>I can tell you about summer.</i></p> <p><i>I can tell you about Autumn.</i></p> <p><i>I can tell you where I live and describe its features.</i></p> <p><i>I can tell you about the Countryside/city/seaside and why its different to where I live.</i></p> <p><i>I know how to respect and care for the environment.</i></p>	<p><i>I can describe weather and seasons in the UK.</i></p> <p><i>I can use geographical vocabulary to compare localities.</i></p> <p><i>I know how to respect and care for the environment.</i></p>	<p>season and weather, desert, glacier etc &amp; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><i>I can explain where hot and cold places are.</i></p> <p><i>I can use geographical vocabulary to describe, compare and contrast localities.</i></p> <p><i>I can describe weather and seasons in the UK.</i></p> <p><i>I can talk about climate change and what I can do about it.</i></p> <p><i>I know how to respect and care for the environment.</i></p>	
<p><b>Geographical Skills and Fieldwork</b></p> <p><b>Link to PSHE/ECO/BRITISH VALUES/NOW</b></p>	<p>Follow maps of story plots and identify features on the map. Recognise familiar landmarks on photographs. Observe and talk about the geography of school.</p> <p><i>I can show you a map.</i></p> <p><i>I can explore a simple map.</i></p> <p><i>I can talk about the geography of school.</i></p>	<p>Follow maps of story plots and identify features on the map. Recognise familiar landmarks on photographs. Observe and talk about the geography of school. Become aware that we are part of a town/country/world. Make simple maps.</p> <p><i>I can follow and help construct a story map.</i></p> <p><i>I can explore a google map of our school.</i></p> <p><i>I can observe and describe the geography of school and the area around it.</i></p> <p><i>I can make a simple map.</i></p>	<p>Recognise that geographical information can come from a range of sources. Can use world maps, globes to locate and identify countries and oceans taught. Devise a simple map using some geographical representations. Use simple fieldwork and observational skills (inc ariel photographs and plan perspectives) to study local area and identify human and physical features. Use key vocabulary to demonstrate knowledge (north, south, east, west, observe, aerial view, map, direction, position, route, journey, UK, changes, world map, compass, country). Play simple orienteering games to embed knowledge.</p> <p><i>I can use maps, atlases, globes to find the UK, its countries and oceans.</i></p>	<p>Recognise that geographical information can come from a range of sources. Can use world maps, globes to locate and identify countries, continents and oceans taught. Devise a simple map using geographical representations and a simple key. Use simple fieldwork and observational skills to study the geography of school, the local area and identify human and physical features using a range of methods. Use simple compass directions a and locational vocabulary to describe the location of features on a map or routes. Use key vocabulary to demonstrate knowledge (north, south, east, west, observe, aerial view, map, direction, position, route, journey, UK, changes, world map, compass, country). Play simple orienteering games to embed knowledge.</p>	<p>Use grid references and coordinates to communicate locations. Observe and record changes of human features over time. Become confident in collecting, analysing and communicating a range of data.</p>

			<p><i>I can follow and help construct a story map.</i></p> <p><i>I can use compass directions and direction words.</i></p> <p><i>I can recognise local and national landmarks (using photographs and other sources).</i></p> <p><i>I can make a map and talk about what I have included.</i></p> <p><i>I can observe and describe the geography of school and the area around it using geographical vocabulary.</i></p>	<p><i>I can use maps, atlases, globes to find the UK, its countries and oceans.</i></p> <p><i>I can identify and locate the seven continents.</i></p> <p><i>I can identify and locate the five oceans.</i></p> <p><i>I can use compass directions and direction words to describe locations and routes.</i></p> <p><i>I can recognise local and national landmarks (using photographs and other sources).</i></p> <p><i>I can make a map use and construct a simple key.</i></p> <p><i>I can observe and describe the geography of school and the area around it using geographical vocabulary.</i></p>	
<p><b>SEND</b></p> <p>All Year Groups: Where appropriate, pupils with SEND may require adjustments to provision. This may include the following:</p>	<ul style="list-style-type: none"> <li>• Use of practical resources</li> <li>• Pre-teaching of vocabulary</li> <li>• Revision sessions prior to new concepts</li> <li>• Multi-sensory approach</li> <li>• Making explicit links between knowledge and skills</li> <li>• Differentiated tasks</li> <li>• Differentiated questioning</li> <li>• Opportunities for further consolidation across other contexts</li> <li>• Use of visual aids e.g. mind maps</li> </ul>	<p><b>PP</b></p> <p>Be aware of barriers/gaps (culture/language/lack of experiences etc). Creatively adjust and enhance provision/trips/visitors accordingly - also see SEND suggestions.</p>			

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