

CHI Progression of Geography Knowledge & Skills

Threshold Concepts		Reception	Year 1	Year 2
Investigating Places	IP1	Name the country in which they live (UW: P&C)	Name the 4 countries of the UK	Name, locate and identify characteristics of the 4 countries of the United Kingdom.
	IP2	Talk about different types of transport and journeys. (OA: C) e.g travel survey,	Understand how some places are linked to other places e.g. roads, trains.	Name and locate the capital cities and some large cities within the UK.
	IP3	Name the school and area that they live in. (UW: P&C)	Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Identify London	Identify major cities (London), towns, (New Malden) and coastal regions using Google Maps/Earth.
	IP4	Children describe features of their immediate environment and how environments may vary from one another (ELG)	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.	Name and locate all of the world's 7 continents and 5 oceans.
Spotting Patterns & Processes	SP1	Children know about similarities and differences in relation to places (ELG) Look closely at similarities, differences, patterns and change (40-60)	Name, describe and compare familiar places through studying the human and physical geography of a small area of the UK.	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 country.
	SP2	Suggest ideas for improving the classroom, outdoor area.(OA:C)	Suggest ideas for improving the school environment.	Describe some present changes that are happening at school, in the local environment and within the uk.
	SP3	Describe seasonal and daily weather changes.(UW:TW)	Identify seasonal and daily weather patterns in the UK and contrasting areas of the world.	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

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Geographical Communication	GC1	Answer geographical questions, e.g. What is this place like? (UW:TW)	Ask and answer geographical questions, e.g. What is this place like? What or who will I see in this place? What do people do in this place?	Ask and answer geographical questions, e.g. What are the physical features of this place? What are the human processes occurring here? and discuss responses.
	GC2	Vocabulary: School, home, house, garden, field. (UW: P&C)	Use basic geographical vocabulary to refer to key features of places. Physical beach, coast, forest, hill, mountain, sea, river, soil, valley Human city, town, village, factory, farm, house, port, harbour, shop	Use precise geographical vocabulary to refer to key features of places. Physical beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. Human city, town, village, factory, farm, house, office, port, harbour, shop
	GC3	Make simple maps. (UW:TW)	Make simple maps and plans.	Devise simple maps and use and construct basic symbols in a key, and grid references (A2, B3)
	GC4	Use a globe and maps to identify the UK. (UW:TW)	Use world maps, atlases and globes to identify the UK and places significant to the children at CHI eg India, Pakistan, South Korea	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.
Fieldwork Skills	FS1	Can describe their relative position such as 'behind' or 'next to'	Use directional language forwards, backwards, left and right to describe the location of features and simple routes on a map.	Use simple compass directions (North, East, South and West) and locational language to describe the location of features and routes on a map.
	FS2	Use observations, discussion, stories, non fiction texts and maps to explore the school grounds.	Use simple observational skills to study the geography of the school and its grounds.	Use simple fieldwork and observational skills to study the geography of the school and its surrounding area. Use aerial images and plan perspectives to recognise landmarks and basic human and physical features.

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Breadth		Reception	Year 1	Year 2
Locational knowledge	B1	Au2 - International Month Sp1 - Africa	Au2 - International Month Au2 - Land & Sea (Oceans/ Continents) Sp1 - Polar Regions/equator Su1 - 4 nations of UK	Au1 - The UK (4 nations) Au2 - International Month, 7 Continents/5 oceans Au2 - Kerala study/Malawi Sp1 - Route to the Crimea/ Participants
Place understanding	B2	Su1 - Farm topic/Visit to Ladyland Au2 - International Month	Au2 - International Month Su1 - Lyme Regis (coastal) vs New Malden	Au1 - The UK (4 nations) Au2 - Kerala study/Malawi Au2 - International Month
Human & Physical processes & vocabulary	B3	Au1 - Recycling <i>AYR - Daily weather report</i> <i>AYR - Power of Reading (vocab)</i>	Sp1 - Polar Regions/equator <i>AYR - Daily weather report</i> <i>AYR - Power of Reading (vocab),</i> <i>e.g. The Sky Garden</i>	Au1 - London 1666 vs today Su2 - Weather Comparison with rest of World Su2 - Kingston/Coombe Hill land use <i>AYR - Daily weather report</i> <i>AYR - Power of Reading (vocab)</i>
Geographical skills & fieldwork	B4	<i>AYR - Patio play opportunities</i> <i>AYR - Forest School</i> <i>AYR - Seasonal signs</i>	Au1+Sp1 - Compass + Maps Su2 - Explore the school grounds/our local environment <i>AYR Forest School</i>	Su2 - Geography/History of Coombe Hill Site Su2 - Map skills and Orienteering <i>AYR Forest School/Outdoor learning</i>

Themes: celebrating diversity, Coombe Hill geography