

WVIS Geography Skills and Knowledge Progression Map

	EYS	Y1	Y2
Locational Knowledge	<p>Know where they live and where they go to school.</p> <p>Name and locate different parts of the school.</p>	<p>Name and locate areas in the local community (e.g. Windlesham Field of Remembrance, St John's Church).</p> <p>Name and locate the four countries of the UK (England, Scotland, Wales & Northern Ireland).</p> <p>Name the capital cities of the four countries of the UK (London, Edinburgh, Cardiff & Belfast).</p> <p>Name the seas surrounding the UK (North Sea, Irish Sea, English Channel & Atlantic Ocean).</p>	<p>Name and locate the world's seven continents (Asia, Africa, Europe, North America, South America, Antarctica & Australia/Oceania/Australasia), and five oceans (Pacific, Atlantic, Indian, Arctic & Southern).</p> <p>Locate hot/cold areas of the world in relation to the equator and poles (e.g. Kenya, Arctic & Antarctica).</p> <p>Locate significant places studied in their locality (Windlesham).</p>
Place Knowledge	<p>Talk about where they live and go to school.</p> <p>Talk about and find their way around school, showing an awareness of where places and people are (e.g. playground, school office).</p>	<p>Begin to have an understanding of the world within their immediate environment (e.g. Windlesham Field of Remembrance).</p> <p>Begin to have an understanding of the world beyond their immediate environment, including hot/cold locations (e.g. Arctic & Antarctica).</p>	<p>Have an understanding of the world beyond their immediate environment, including hot/cold locations (e.g. polar regions, South Africa, the UK).</p> <p>Compare an area of the UK with an area of a non-European country (Kenya) and understand the geographical similarities and differences between them.</p>
Human & Physical Geography	<p>Know and use simple language to describe the physical and human features of the local environment (e.g. school, playground, tree, bench, pond).</p>	<p>Identify seasonal and daily weather patterns in the UK (Science).</p> <p>Use basic geographical vocabulary to refer to the physical features relating to the seasons and weather (e.g. autumn, winter, spring & summer).</p>	<p>Locate hot/cold areas of the world in relation to the equator and poles (e.g. Kenya, Arctic & Antarctica).</p> <p>Use basic geographical vocabulary to refer to: key physical features (e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation).</p>

		<p>Use basic geographical vocabulary to refer to key human features of the local environment (e.g. city, town, village, house, shop, park, church).</p> <p>Express a view on features of an environment, saying what they do or do not like about it (e.g. Windlesham Field of Remembrance).</p>	<p>Use basic geographical vocabulary to refer to key human features (e.g. city, town, village, factory, farm, house, office, port and harbour).</p> <p>Identify geographical similarities and differences through studying the human and physical geography of an area of the UK and a non-European country (e.g. South Africa, Kenya).</p>
<p>Geographical Skills: Fieldwork</p>	<p>Make simple observations about what they see to answer questions.</p> <p>Show findings using concrete representations (e.g. blocks).</p> <p>Undertake a directed activity.</p>	<p>Can express their own viewpoint.</p> <p>Collect data using simple observational and fieldwork skills to count objects.</p> <p>Present and interpret data (e.g. on a simple map, tally charts or block graph).</p> <p>Undertake a directed activity to answer a question (e.g. What is the park at the Windlesham Field of Remembrance like?).</p> <p>Write simple sentences to explain their understanding of geography taught this year.</p>	<p>Can express their own viewpoint.</p> <p>Collect data using simple observational and fieldwork skills to count objects and choose and use appropriate units to estimate measure.</p> <p>Present and interpret data (e.g. on a simple map, tally charts or block graph).</p> <p>Respond to 'what if' and 'why' questions.</p> <p>Undertake a directed activity to answer a question (e.g. Is Windlesham a good place to live?).</p> <p>Write simple sentences to explain their understanding of geography taught this year.</p>

Mapping

Direction/Location	Follow simple directions.	Follow directions (e.g. up, down, left, right, forwards, backwards).	Follow directions (e.g. up, down, left, right, forwards, backwards, north, south, east, west).
Drawing Maps	Draw and create their own maps using real objects and/or pictures & symbols.	Draw picture maps of places in the local area (e.g. playground at the Windlesham Field of Remembrance, St John's Church).	Draw a sketch map of a real place and add details using aerial photographs.
Representation	Look at signs and symbols on different types of maps (e.g. in school, the local community, theme park).	Use simple symbols on a map of a place within the local area. Begin to understand the need for a key.	Know why a key is needed. Use some standard symbols.
Using Maps	Use a simple map with pictures or symbols to spot features of the school grounds.	Begin to use simple maps, atlases and globes to locate places. Begin to use aerial photographs to locate places. Follow a simple route on a map (e.g. walking from school to the Windlesham Field of Remembrance).	Use simple maps, atlases and globes to locate places. Use aerial photographs to locate places. Create and follow a simple route on a map.