

Geography Skills and Progression Document- Reception				
	Early Learning Goals	Development Matter statements	Knowledge	Skills
Place Knowledge	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.	Recognise some environments that are different from the one in which they live.  Recognise some similarities and differences between life in this country and life in other countries.	To know that places within this country can differ from each other.  London and Endon	Discussing how environments in stories and images are different to the environment they live in.
	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;.		To know that there are differences between places in this country and places in other countries.  UK and Kenya/ India/ China/ Rainforest	
Locational knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Draw information from a simple map.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different from the one in which they live.  Understand that some places are special to members of their community.	To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)*  To know that usually water is represented in blue on a map or globe.  To know the name of their school and the place where they live.  To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*  Land/sea/ocean/coast	Identifying land and water on a map or globe  Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*
Human and physical Geography	Explore the natural world around them, making observations and drawing pictures of animals and plants;	Describe what they see, hear and feel whilst outside.  Explore the natural world around them.  Understand the effect of changing seasons on the natural world around them	To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.  To know some of the key characteristics of each season.  To know that there are four seasons in a year marked by certain weather conditions.  To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)*  To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	Observing weather across the seasons.  Observing and discussing the effect the changing seasons have on the world around them.  Beginning to use the names of the seasons in the correct context.  Making observations about the features of places (in stories, photographs or in the school grounds/local area).*  Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*
	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.			
	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;			

Geographical Skills and Fieldwork	Question	<p>National curriculum End of Keystage 1 Pupils should be able to;</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	Ask questions about the world around them.	
	Observe		Commenting on the features they see in their school and school grounds and surrounding area.	
	Measure		Answering simple questions, guided by the teacher.	
	Record		Creating some of the features they notice in their school and school grounds.	
	Present		Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	
	<p>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.</p>	<p>Understand that some places are special to members of their community</p> <p>Draw information from a simple map.</p>	To know that a map is a picture of a place.	Drawing some of the features they notice in their school, school grounds and local area.
			To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).	Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.
				Beginning to use modelled directional vocabulary when describing features in the surrounding environment.
				Recognising features on maps (real or imaginary).
				Draw real or imaginary maps even if features are indistinguishable.