

# Skills progression EYFS & KS1

	Key vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p><i>School, trees, forest, local, Calmore, area, hot, cold, windy, sunny, raining, icy, Autumn, map, place, home, house, family, special, different, world, country, environment, animals, hibernation, winter, spring, summer, location.</i></p>	<p>I can talk about where I live and my school.</p> <p>I can explore my school grounds and local environment.</p> <p>I can notice changes in the weather and seasons.</p> <p>I enjoy looking at photographs, google maps and basic maps.</p>	<p>I can notice changes in the temperature and weather.</p> <p>I can talk about some of the adaptations animals make for winter.</p>	<p>I can make observations of animals and plants and explain why some things occur</p> <p>I can begin to talk about changes in environment.</p> <p>I can recognise globe/map of the world</p>	<p>I can explore celebrations from around the world, such as Lent and Chinese New Year.</p> <p>I can compare how people celebrate around the world.</p>	<p>I can talk about where and why people go on holiday.</p>	<p>I can ask and answer questions about the seaside.</p> <p>I can notice changes in the weather and temperature.</p> <p>I understand some ways of measuring weather.</p>
Year 1	<p><i>World, country, continent, capital, United Kingdom, landmark, place, county, city, town, village, school, human feature, physical feature, port, England, Wales, Northern Ireland, Scotland, map, key, symbol, atlas, aerial photograph, weather, climate. Sea, litter, fieldwork, observation weather, equator, hot, cold, snow, rain, sun, extreme weather.</i></p>	<p>I can understand how seasons affect food growth.</p> <p>I can understand why some food grows in this country and some food we import.</p>	<p>I can use world maps and globes to identify the United Kingdom and its countries</p> <p>I can name and locate the 4 countries of the UK and know their capital cities</p> <p>I can name the surrounding seas of the UK.</p> <p>I can use aerial photographs to explore my local environment.</p> <p>I can look at a range of maps and identify the key human and physical features</p> <p>I can draw a simple map with a simple key.</p> <p>I can use fieldwork to observe the houses and other human geography in Calmore.</p>	<p>I can identify the birthplaces of famous queens.</p> <p>I can explore the basic geography of London.</p>	<p>I can identify the birth place of Florence Nightingale and Mary Seacole.</p>	<p>I can locate my local area on maps and aerial photographs.</p> <p>I understand what fieldwork is and why it is important.</p> <p>I can plan and conduct a fieldwork study.</p> <p>I can analyse my findings to answer a key question.</p>	<p>I can name the 4 countries and their capital cities in the UK</p> <p>I can identify key physical and human features of an area</p> <p>I can identify daily and seasonal weather patterns.</p> <p>I understand that the temperature of different countries is caused by its location [to the equator].</p> <p>I can use maps, photos and atlases to find out what a country's climate is like.</p>

# Skills progression Year 2

Year 2	<p><i>Continent, country, location, equator, climate, Uganda, map, key, atlas, compass, north, south, east, west, left, right, far, near, ocean, human features, geographical features, mountain, port, river, rainforest, cliff, vegetation, coast, beach.</i></p>	I can name and locate the world's seven continents and five oceans.	I can use what I know about continents to find countries relevant to space on a map.	I can use what I know about continents to find a London on a map.	I can use what I know about continents and countries to locate hedgehog habitats around the world.	I can identify seasonal and daily weather patterns in the United Kingdom	I can find the location of Portchester Castle on a map.
		<p>I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I can use what I know about the Equator to predict temperatures around the world.</p> <p>I can use what I know about continents, oceans and physical features to find a place using a map and atlas independently.</p> <p>I can use simple compass directions and other directional language to describe a place.</p> <p>I can use fieldwork to record human and physical features of our school grounds.</p>	<p>I can identify physical features seen from space</p>		<p>I can use maps and photographs to identify local amenities and landmarks.</p> <p>I understand symbols and keys on maps.</p> <p>I can devise a simple map to plan a route.</p>	<p>I can begin to record and compare the temperature of UK to Uganda.</p> <p>I can compare the similarities and differences of the human and physical geography features of Calmore and Kagando.</p> <p>I can use maps and ariel photos to identify the human and physical features of two locations.</p> <p>I can compare the school grounds in Uganda and UK.</p> <p>I can study and record my findings about my school environment to draw a detailed map of my school with a key.</p> <p>I can use maps, atlases, globes, videos and the internet to research into Uganda.</p>	<p>I can use what I know about physical features to explain why it was built there.</p>