

Pentland's Progression of Geography Skills

Area of Study	Reception (40-60 months)	Year 1	Year 2
<p>Locational Knowledge</p>	<p>Talk about different types of transport and journeys.</p> <p>Name the school and area that they live in.</p> <p>Explore and make observations of the natural world around them.</p> <p>Describe their immediate environment (home, classroom, playground, school, letter box) using observation, discussion and maps.</p> <p>Learn about Saville Town.</p> <p>Visit parks, libraries and museums.</p>	<p>Understand how some places are linked to other places eg roads, trains.</p> <p>Know where they live and be able to say their own address.</p> <p>Learn about Dewsbury (Town Centre – shops and market, train station, Minster)</p> <p>Name and locate the 4 countries of the United Kingdom.</p> <p>Identify characteristics of the four countries.</p> <p>Name capital cities within the UK.</p>	<p>Learn about Dewsbury (Canal, Town Hall Mills -Shoddy and Mungo, Old Church School, The Picture House – Apollo Cinema).</p> <p>Learn about West Yorkshire (York Railway Museum, Coal Mining Museum, Yorkshire Sculpture Park).</p> <p>Learn about the World Heritage Sites of Saltaire, Kirkstall Abbey and Fountains Abbey.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and it's surrounding areas.</p> <p>Name and locate the worlds seven continents and five oceans.</p>
<p>Place Knowledge</p>	<p>Know about similarities and differences in relation to places.</p> <p>Suggest ideas for improving the classroom, outdoor area. (Eco</p>	<p>Name, describe and compare familiar places.</p> <p>Know about some changes that are happening eg at school and in</p>	<p>Know about some present changes that are happening eg at school, in the local environment and within the UK.</p>

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	<p>Schools)</p> <p>Children talk about features of their own immediate environment and explain some similarities between life in this country and life in other countries using books and maps.</p>	<p>their local environment.</p> <p>Suggest ideas for improving the school environment. (Eco schools)</p> <p>Yorkshire Sculpture</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Dewsbury – Flamborough Head).</p>	<p>Suggest ideas for improving the school environment. (Eco Schools)</p> <p>Yorkshire Sculpture Park</p> <p>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 area (Somalia).</p>
<p>Human and Physical Geography</p>	<p>Observe daily and seasonal weather changes.</p> <p>Look closely at similarities, differences, patterns and change.</p> <p>Vocabulary: School, home, house, garden, field.</p> <p>Know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Meet important members of</p>	<p>Describe daily and seasonal weather changes.</p> <p>Use basic geographical vocabulary to refer to key features of places.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</p> <p>Learn about significant individuals - David Attenborough and Greta</p>	<p>Identify daily and seasonal weather and describe patterns of change in the UK.</p> <p>Use basic geographical vocabulary to refer to key features of places.</p> <p>Physical beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.</p> <p>Human city, town, village, factory, farm, house, office, port, harbour, shop</p>

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	<p>society (police officers, nurses, firefighters).</p>	<p>Thunberg.</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</p> <p>Learn about the impact of significant individuals – David Attenborough and Greta Thunberg.</p>
<p>Geographical Skills and Fieldwork</p>	<p>Ask simple geographical questions.</p> <p>Make simple maps.</p> <p>Use the globe to identify the UK.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Children use everyday language to talk about size, position, distance.</p> <p>Use directional language forwards, backwards, left and right to give instructions to a technological toy.</p>	<p>Ask simple geographical questions and discuss responses.</p> <p>Make and use simple maps with keys.</p> <p>Use world maps, atlases and globes to identify the UK and its countries (Places significant to the children at Pentland eg India, Pakistan, Bangladesh)</p> <p>Use directional language forwards, backwards, left and right to describe the location of features and simple routes on a map.</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p>	<p>Ask more complex geographical questions and discuss responses.</p> <p>Devise simple maps/plans and construct basic symbols on a key.</p> <p>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans.</p> <p>Use simple compass directions (North, East, South and West) and locational language.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its surrounding area.</p>

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