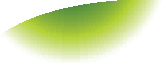
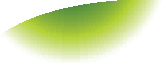
**Sherdley Primary School 2022-2023**



EYFS Knowledge and understanding of the world progression of skills

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| **Pre-School** | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | **The Natural World**  To begin to name animals within stories.  To talk about Autumnal objects and the changing seasons.  To name some of the objects seen in Autumn.  To begin to recognise and talk about some features of Winter. | **People, Culture and Communities**  To begin to realise that animals live in different parts of the world.  To learn that people around us have different jobs.  **The Natural World**  To name animals within the stories and talk about them.  .  To name different habitats – cave, pond, river.  To name the animals that they would find in a pond.  To plant beans and watch them grow.  To begin to talk about the changes in growth.  To begin to recognise and talk about some features of Spring.  To use and explore a light box and see how it works.  To explore ice and talk about what they see.  To explore water beads and talk about what they see. | **People, Culture and Communities**  To talk about different types of homes.  To look at homes around the world.  To show an interest in stories about people –David Attenborough.  **The Natural World**  To learn about different animals and their homes.  To feel and explore different textures.  To feel and explore different materials.  . |

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| **Reception** | **Autumn Term** | **Spring Term** | **Summer Term** | **EARLY LEARNING GOALS** |
|  | **People, Culture and Communities**  To know the name of the town the school is in.  To know and name the different features of their school through the use of photographs and ariel views.  To identify features of their immediate environment.  To look at drawing simple settings from the stories read (woods).  To know that people around the world have different religions.  .  **The Natural World**  To ask questions about the natural environment.  To know some features of a wood and what animals live in the wood.  To respect and care for the natural environments.  To care for nature during the winter months – making bird feeders.  To know about and recognise the signs of Autumn.  To plant and talk about what a bulb needs in order to grow.  To know some important processes and changes in the natural world including states of matter:  Ice/water - freezing, melting. | **People, Culture and Communities**  To look at simple maps in stories.  To draw simple routes/maps based on stories.  To make 3D maps of a farm – naming the different features.  To talk about their route to school and the features that they see.  To know that there are many countries around the world.  To know some similarities and differences between Kenya and where we live.  To talk about similarities and differences between African culture and ours (musical instruments, music, families).  **The Natural World**  To know about and recognise the signs of Winter.  To know some important processes and changes in the natural world including states of matter:  Adding water – thinning.  Absorbing water – sponges/foods.  Heat – changes on bread. | **People, Culture and Communities**  To know about features of my own immediate environment and how they might vary from another.  To compare a seaside destination to where they live – what are the differences and similarities.  To name the features of the seaside.  To draw simple maps of the seaside.  To talk about recycling and the plastic pollution in the ocean.  **The Natural World**  To know about and recognise the signs of Spring.  To know some important processes and changes in the natural world including states of matter:  Making volcanos.  Floating and sinking. | **People, Culture and Communities**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  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.  **The Natural World**  Explore the natural world around them, making observations and drawing pictures of animals and plants.  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.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |



**Sherdley Primary School 2022-2023**

Geography Progression Statements – End of year expectations

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|  | **Locational and Place knowledge** | **Human and Physical Geography** | **Geographical Skills: Enquiry and Investigation** | **Geographical Skills: Fieldwork** | **Geographical Skills: Interpret a Range of Sources of Geographical**  **Information** | **Geographical Skills: Communicate Geographical**  **Information** |
| **Year 1** | * Name and locate some places in their locality (the school and its grounds), 4 countries & capital cities of the UK and surrounding seas and the wider world (Arctic, Antarctica) | * Describe some places and features using basic geographical vocabulary. * Say what you can see in a place. | * Ask and answer simple geographical questions. * Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. | * Observe and describe daily weather patterns. * Use simple fieldwork and observational skills when studying the geography of their   school and its grounds.   * Identify seasonal and daily weather patterns. | * Use a range of sources such as simple maps, globes, atlases and images. * Know that symbols mean something on maps. * Use simple compass directions (N,S,E,W) | * Use maps and photos to talk about the school. * Draw, speak or write about simple geographical concepts such as what they can see where. * Express their views on some features of their environment e.g. what they do or do not like. |
| **Year 2** | * Name and locate significant places in their locality (Sutton and Sherdley Parks, Rainhill, Sutton Manor Colliery & The Dream), the UK and wider world. (Kenya, all continents   and oceans.) | * Describe places and features using simple geographical vocabulary. * Make observations about features that give places their character. | * Ask and answer simple geographical questions when investigating different places and environments. * Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. | * Develop simple fieldwork and observational skills when studying the geography of the local environment. | * Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. * Use simple compass directions as well as locational and directional language when describing or following features and routes. | * Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. * Express views about the environment and can recognise how people sometimes affect the environment. * Create their own simple maps and symbols. |

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|  | **Locational and Place knowledge** | **Human and Physical Geography** | **Geographical Skills: Enquiry and Investigation** | **Geographical Skills: Fieldwork** | **Geographical Skills: Interpret a Range of Sources of Geographical**  **Information** | **Geographical Skills: Communicate Geographical**  **Information** |
| **Year 3** | * Name and locate a   wider range of places in their locality (canals and railways), the UK (some cities of England) and wider world (Italy, Europe and Russia). | * Use geographical   language to describe some aspects of human and physical features and patterns.   * Make observations about places and features that change over time. | * Ask and answer more   searching geographical questions when investigating different places and environments.   * Identify similarities, differences and patterns when comparing places and features. | * Observe, record, and   name geographical features in their local environments. | * Use a range of sources   including digital maps, atlases, globes and satellite images to research and present geographical information.   * Use the eight compass points and recognise some Ordnance Survey symbols on maps. | * Express their opinions   on environmental issues and recognise how people can affect the environment both positively and negatively.   * Communicate geographical information through a range of methods including the use of ICT. |
| **Year 4** | * Name and locate a wider range of places in their locality (dams), the UK (rivers) and wider world (Greece) including some globally significant features (settlement, traditions, tourism). | * Use geographical language to identify and explain some aspects of human and physical features and patterns. * Describe how features and places change and the links between people and environments. | * Ask and respond to more searching geographical questions including ‘how?’ and ‘why?’ * Identify and describe similarities, differences and patterns when investigating different places, environments and people. | * Observe, record, and explain physical and human features of the environment. | * Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. * Recognise Ordnance Survey symbols on maps and locate features using four- figure grid references. | * Express their opinions on environmental issues and recognise that other people may think differently. * Communicate geographical information through a range of methods including digital maps, plans, diagrams, graphs and presentations. |
| **Year 5** | * Name and locate an increasing range of places in the UK (counties) and world including globally and topically significant features and events. (North America ‘hotspots’, Grand Canyon/Cheddar Gorge – slave trade with the Americas and Liverpool) | * Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. * Demonstrate understanding of how and why some features or places are similar or different and how and   why they change. | * Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? * Recognise geographical issues affecting people in different places and environments. | * Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. | * Use a range of maps and other sources of geographical information and select the most appropriate for a task. * Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. | * Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. * Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. |

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|  | **Locational and Place knowledge** | **Human and Physical Geography** | **Geographical Skills: Enquiry and Investigation** | **Geographical Skills: Fieldwork** | **Geographical Skills: Interpret a Range of Sources of Geographical**  **Information** | **Geographical Skills: Communicate Geographical**  **Information** |
| **Year 6** | * Name and locate an   extensive range of places in the world including globally and topically significant features and events. (Southport-coastal region, biomes, and the rainforests of the world) | * Recognise patterns in   human and physical features and understand some of the conditions, processes or changes which influence these patterns.   * Explain some links and interactions between people, places and environments. | * Ask and respond to   questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?   * Make predictions and test simple hypotheses about people, places and geographical issues. | * Use a range of   numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. | * Interpret a wider range   of geographical information and maps including scale, projections, thematic, and digital maps.   * Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references. | * Develop their views and   attitudes to critically evaluate responses to local geographical issues or global issues and events.   * Communicate geographical information using a wide range of methods including writing at increasing length. |