

Learning Progression: Geography

	EYFS			Year One			Year Two		
Topics Nursery	All about me (Celebrations) People who help us Traditional tales Growing Mini-beasts			Islands Penguin Small Toys Once upon a time			Time Travellers What comes first/night-time Explorers/Key People (Ernest Shackleton Christopher Columbus Amelia Earhart)		
Reception	Ourselves Night and Day Space Traditional Tales Growing Habitats								
Vocabulary	Police Officer Doctor Dentist Nurse Teacher Bulb Grow town village road path house school/nursery car park café airport season winter spring summer autumn	synagogue busy quiet pollution semi-detached terrace train station weather hot/cold/rain/ snow/sun/cloudy map habitat community environment home/rooms community	flats detached office shops bungalow	city town office factory countryside shop house Wales Scotland Northern Ireland England sea	port harbour farm forest North Pole South Pole Aerial flats detached office shops bungalow landmarks environment	beach cliff coast village hill mountain sea river valley season weather winter spring summer autumn	river forest ocean Artic ocean Southern ocean Indian ocean Atlantic Ocean Pacific Ocean Continent Asia Antarctica Europe North America South America Oceania/Australia Equator beach	Town Countryside Forest Mountain Village Africa season weather coast port harbour coast hill Jungle Desert	cliff compass north/south/east/west near far left/right continents soil valley vegetation expedition perspective

<p>Key knowledge and Skills</p>	<p><u>Nursery Three and Four year olds.</u></p> <p><u>Natural world</u></p> <p>Understand the concept of the world.</p> <p>Look at non-fiction books and atlases representing different countries of the world.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Name some of the countries of the world.</p> <p>Name some man made features in their immediate environment, e.g outdoor area/ classroom</p> <p>Begin to talk about the daily weather using some weather words such as sunny, rainy, hot and cold.</p> <p>Begin to understand the effect their behavior can have on the environment.</p> <p>Know the names of the seasons and begin to talk about some changes they notice in their environment.</p> <p><u>People, Culture and Communities</u></p> <p>Show interest in the lives of people who are familiar to them.</p> <p>Know some of the things that make them unique and talk about some of the similarities and differences in relation to friends and family.</p> <p>Show interest in different occupations and ways of life indoors and outdoors.</p> <p><u>Reception</u></p> <p><u>People, Culture and</u></p> <p>Talk about members of their immediate family and community</p> <p>Talk about family customs and routines.</p> <p>Understand that some places are special to members of the community.</p> <p><u>The natural World</u></p> <p>Name different countries in the world.</p> <p>Can name the continent Africa and name some</p>	<p><u>Locational Knowledge</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Relate to the larger world when relevant.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator.</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p><u>Human and Physical</u></p> <p>Use basic geographical vocabulary to refer to physical features including beach, forest, hill, sea, river, pond.</p> <p>Use basic geographical vocabulary to refer to key human features including city, farm, shop, houses, flat, café, school, park.</p> <p>Understand the four seasons and identify daily weather patterns in the UK.</p> <p>To understand what weather is and how it changes.</p> <p>Use weather symbols on a map.</p> <p><u>Geographical skills and Fieldwork</u></p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds. The key human and physical features of its surrounding environment.</p> <p>Use aerial photographs and plan perspectives to recognise basic human physical features in the local area.</p> <p>Make and use simple maps of the local area.</p> <p>Use world maps, atlases/globe and Google Earth to identify the United Kingdom and its countries.</p>	<p><u>Locational knowledge</u></p> <p>Name and locate the world's five oceans.</p> <p>Name and locate the world's seven continents.</p> <p>Name, locate and identify the surrounding seas of the UK.</p> <p>Name and locate the world's seven continents, five oceans and the world's equator.</p> <p>Locate a country in the UK in relation to a fieldwork trip.</p> <p>Locate the Northern and Southern hemisphere.</p> <p><u>Place Knowledge</u></p> <p>To talk about similarities and differences between a coastal town, (Southend) and a city, their locality (London)</p> <p><u>Human and Physical</u></p> <p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, mountain, cave, cove, ocean, river, soil, valley, vegetation season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features including town, village, city factory, office, port, harbour and shop.</p> <p>Understand the differences in weather in relation to the North and South Poles.</p> <p><u>Geographical skills and Fieldwork</u></p> <p>Use aerial photographs to recognize physical features of a coastline.</p> <p>Devise a simple map; and use basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (for example, near, far, left and right), to describe the location of features and routes on a map.</p> <p>Use world maps, atlases, globes and Google Earth to identify the UK and its countries as well as the seas and oceans.</p> <p>Ask and answer simple geographical questions through observations or simple data collections during fieldwork activities.</p>
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	<p>animals that live there.</p> <p>Draw information from a simple map.</p> <p>Use natural objects to make simple maps (Messy maps)</p> <p>Draw or make simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>Follow simple directions – backwards, forwards, left and right.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another (for example some are hot and some are cold).</p> <p>Know where they live</p> <p>Look at aerial views of the school setting, encouraging children to comment on what they notice.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Knows what a farm is and what it is used for.</p> <p>Can talk about daily weather the larger range of language e.g windy, sunny, warm, cold snowing, raining, cloudy.</p>		
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