



Learning, Caring and Growing Together in Faith

St Andrew's C of E Infant School

Progression in Geography

Area of Learning	Reception	Year 1	Year 2
National Curriculum And ELGs	<p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them 	<p>Locational knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,. <p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including, forest, hill, mountain, sea, ocean, river, soil, valley , season and weather key human features, including: city, town, factory, farm, house, office, and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, 	<p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans <p>Place knowledge</p> <ul style="list-style-type: none"> 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>Human and physical geography</p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries,

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	<p>and contrasting environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons. • Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<p>as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> □ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map □ use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; □ 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>as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> □ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map □ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key □ 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>Human and physical geography</p>	<p>Describe what they see, hear and feel while outside.</p>	<p>Describe some places and features using basic geographical vocabulary to describe the physical and human features.</p> <p>Express their views on some features of their environment e.g. what they do or do not like.</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p>Describe places and features using simple geographical vocabulary to describe the physical and human features.</p> <p>Make observations about features that give places their character.</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 (Leyland and Mugarameno)</p>



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Locational and place knowledge	<p>To identify land and sea</p> <p>To be able to name our town.</p>	<p>Identify the location of hot and cold areas in the world in relation to the Equator and North and South Poles.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>Name and locate significant places in their locality, the UK and wider world; Name and locate Leyland and Mugarameno.</p> <p>Locate the seven continents and five oceans of the world.</p>

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<p>Geographical skills; Enquiry and investigation</p>	<p>Enquire about the world around them.</p> <p>Recognise some environments are different to the one in which they live.</p>	<p>Ask and answer simple geographical questions.</p> <p>Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</p>	<p>Ask and answer simple geographical questions when investigating different places and environments.</p> <p>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</p>
<p>Geographical skills; Field work</p>	<p>Understand the effect of changing seasons on the world around them.</p> <p>Explore the natural world around them – home and school grounds</p>	<p>Observe and describe seasonal and daily weather patterns.</p> <p>Use simple fieldwork and observational skills when studying the geography of their school and its grounds and local environment</p>	<p>Identify seasonal and daily weather patterns in Leyland compared to Mugarameno</p> <p>Develop simple fieldwork and observational skills when studying the geography of a small area of the UK – Blackpool (taught within History unit Autumn 1)</p>

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<p>Geographical skills; Interpret a range of sources and geographical information</p>	<p>Show interest in the world and explore using globes and maps.</p> <p>Know the difference between maps and globes.</p> <p>Use photographs as an aid for discussion when comparing features of an area the children know.</p> <p>Use positional language when talking about features on a simple map</p> <p>Draw information from a simple map.</p>	<p>Use a range of sources such as simple maps, globes, atlases and images.</p> <p>Use simple compass directions (NSEW).</p> <p>Know that symbols mean something on maps.</p>	<p>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</p> <p>Use simple compass directions as well as locational and directional language when describing features and routes.</p> <p>Identify symbols on a map.</p>
<p>Geographical skills; Communicate Geographical information</p>	<p>Compare their home and school environment.</p> <p>Explore maps and begin to draw imaginary ones and ones of the local environment.</p>	<p>Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</p> <p>Draw, speak or write about simple geographical concepts such as what they can see where. (messy maps and chatterbox maps)</p>	<p>Express views about the environment and can recognise how people sometimes affect the environment.</p> <p>Create their own simple maps and symbols and a key</p>



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Use of ICT/ technology	begin to control beebots	Use programmable toys or sprites to move around a course/screen following simple directional instructions.	Describe and label electronic images produced. Use a postcode to find a place on a digital map. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.
	Use iPad to take photos of their environment	Use cameras to record geographical features, changes, differences e.g. weather/seasons. Use simple electronic globes/maps. Add simple labels to a digital map.	

Key Vocabulary

EYFS These are examples of incidental language that they may be exposed to in EYFS:		Year 1		Year 2	
Aut 1/Aut 2	Sp 1/ Sp2	Aut 1	Sum 1	Aut 2	Sum 1
Home School	Beach Town	Leyland town	Equator North Pole	Continents Oceans	Mugurameno Africa

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House Garden Building road Same Different <u>Seasons/weather</u> Sun Rain Wind Cloud Cold Warm Wet Dry Autumn	Different same Map Globe Leyland England Lyme Regis <u>Seasons/weather</u> Sun Rain Ice Wind Cold Wet Dry Winter	Factory office House Soil Hill Forest shop	South Pole Country Africa Antarctica weather Near far	Asia Africa North America South America Antarctica Europe Australasia Pacific Atlantic Southern Arctic Indian	Village farm River Zambezi Valley vegetation Zambia mountain
Sum 1	Sum 2	Summer 2	In science seasons	Summer 2	
Town Flag Country World Globe Map Weather United Kingdom	Map Sea Land Building Under On top Next to In between	United Kingdom England Ireland Scotland Wales Dublin Cardiff Edinburgh	Season weather	Harbour Port beach Sea Coast cliff Left right	

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Africa	world	City		location	
<u>Seasons/weather</u>	<u>Seasons/weather</u>	English Channel			
Sun	Sun	Irish sea			
Rain	Rain	North Sea			
Wind	Wind	Atlantic Ocean			
Cloud	Cloud	North			
Warm	Warm	South			
Wet	Wet	East			
Dry	Dry	West			
Spring	Summer				

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