



St Chad's CofE Nursery and Infant School - Geography Progression Map



Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

	Early Years Foundation Stage	Key Stage 1
Statutory Content (Early Years Framework / National Curriculum)	<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <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; 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • 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, and of a small area in a contrasting non-European country <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 • Use basic geographical vocabulary to refer to: • 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, as well as the countries, continents and oceans studied at this key stage • 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.



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	<ul style="list-style-type: none"> 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. 			
Progression Criteria	Nursery Geographer	Reception Geographer	Year 1 Geographer	Year 2 Geographer
	<ul style="list-style-type: none"> Curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life Explore a range of different environments. Explore the natural world and different types of weather. Talk about what they can see, hear, touch and smell. Retell experiences using small world resources. 	Locational knowledge <ul style="list-style-type: none"> Observe, find out about, ask questions and identify features in the place they live and in the world around them. Find out about and explain some similarities and difference about different environments, using first-hand experience and stories. 	Locational knowledge <ul style="list-style-type: none"> Know the names of the four countries in the United Kingdom and locate them on a map Point to the equator, North and South Pole on an atlas and globe. 	Locational knowledge <ul style="list-style-type: none"> Name the continents of the world and locate them on a map. Name the world's oceans and locate them on a map. Name the capital cities of England, Wales, Scotland and Northern Ireland.
		Place knowledge <ul style="list-style-type: none"> Name and talk about familiar places. 	Place knowledge <ul style="list-style-type: none"> Know where I live and tell someone my address. Know what I like and do not like about the place I live. 	Place knowledge <ul style="list-style-type: none"> Know what I like and do not like about a place that is different to the one I live in. Describe a place outside Europe using geographical words. Know how jobs may be different in other locations.
		Human and physical geography <ul style="list-style-type: none"> Describe changes in the natural world e.g. weather and seasons. Explain the changes in the environment and the impact humans have e.g. pollution. 	Human and physical geography <ul style="list-style-type: none"> Keep a weather chart and answer questions about the weather. Know about some of the main things that are in hot and cold places. Know which clothes I would wear in hot and cold places. Know how the weather changes throughout the year and name the seasons. Know about some of the features of an island. 	Human and physical geography <ul style="list-style-type: none"> Know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. Know about the facilities that a village, town and city may need and give reasons
		Geographical skills and field word <ul style="list-style-type: none"> Name places in local maps and share directions. 	Geographical skills and field word <ul style="list-style-type: none"> Know the four main directions on a compass: North East South West. 	Geographical skills and field work <ul style="list-style-type: none"> Use the directional vocabulary: near; far; left; right to explain where a location is.



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Core Vocabulary	<p>Near and far</p> <p>My house my relatives house Church Mosque supermarket hairdressers bowling cinema farm zoo town centre</p> <p>Grass mud puddle snow ice leaves sunshine wind</p>	<p>Same and different</p> <p>Map Globe Forwards and backwards Street Suburb (Normanton) town village City (Derby), Capital City (London) Country (England) Church Gurdwara Mosque Weather: cloud rain rainbow sun hail fog storm Snow ice Busy Quiet Pollution</p>	<p>United Kingdom: England, Northern Ireland, Scotland and Wales North Pole and South Pole Equator Atlas and globe Island (human and physical features) Address Compass</p>	<p>7 Continents 5 Oceans Capital cities of the UK (London, Edinburgh, Cardiff and Belfast) Beach cliff coast forest hill mountain sea ocean river soil valley vegetation season and weather City town village factory farm house office port harbour and shop Near, far, left and right</p>
	<p>Enabling environments</p> <ul style="list-style-type: none"> Develop the use of the outdoors so that young children can investigate features, e.g. a mound, a path or a wall, and experience weather, large spaces and seasonal change Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind. Provide story and information books about places, such as a zoo or the beach, to remind children of visits to real places Provide stories that help children to make sense of different environments. Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. Make connections with places and spaces locally, such as museums, galleries, open spaces, arts centres. Encourage parents to join you in regular outings, which can result in family visits to the same places. 			