



Geography - Progression of Knowledge and Skills



Geography



Progression of Knowledge and Skills

	<u>Nursery</u>	<u>Reception</u>		<u>Year 1</u>			<u>Year 2</u>		
Term	Autumn	Autumn/ Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Understanding the world	<u>Marvellous Me</u> <u>Once Upon a Time</u> <i>What is my home like?</i> <u>On The Go!</u> <u>Ready, Steady, Grow</u> <i>Can a penguin live in a desert?</i>	<u>Near and Far</u> <i>What is it like in other countries?</i> <u>All Creatures Great and Small</u>	<u>Marvellous Me</u> <u>Once Upon a Time</u>	<u>On the Go</u> <i>What would I like to change in my locality?</i> <u>Ready, Steady, Grow</u>	<u>Journeys – Near and Far</u> <i>Would you rather live in London or Cornwall?</i> <u>All Creatures Great and Small</u>	<u>Homes and Habitats</u> <i>Who lives here and why?</i> <u>Bright Lights, Big City</u>	<u>Where in the World</u> <i>Would you prefer to live in Sri Lanka or England?</i> <u>You're Bananas!</u> <i>Can we grow bananas in England?</i>	<u>Superheroes</u> <u>From Pit to Port</u> <i>What makes Cornwall special?</i>
Geographical overview	Understanding the world involves guiding children to make sense of their physical world and their community. Read more The frequency and range of children's personal		<b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:			Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:		



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<p>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.</p> <p>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.</p> <p>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>				
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<p>Locational knowledge</p>	<p><b><u>Understanding the World</u></b> Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc.</p>	<p><b><u>Understanding the World</u></b> Recognise that some environments are different to the one in which they live.</p>	<p><b><u>The Natural World</u></b> Explore the natural world around them, making observations and drawing pictures of animals and plants</p>		<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas (English channel, Atlantic ocean.) (topic focus: England and seas around Cornwall/where we live)</p>	<p><b><u>Summer 1</u></b> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. (English channel, Atlantic ocean, North Sea (topic focus: all countries of UK and capital cities and surrounding seas)</p>	<p><b><u>Autumn 1</u></b></p>	<p><b><u>Spring 1</u></b> Name and locate the world's seven continents. Review and reinforce: Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Map work</p>	<p><b><u>Summer 2</u></b> Name and locate the world's five oceans and link to all prior learning.</p>
<p>Place knowledge</p>	<p><b><u>Understanding the World</u></b> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p><b><u>Understanding the World</u></b> Talk about members of their immediate family and community  Name and describe people who are familiar to them.</p>	<p><b><u>The Natural World</u></b> 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</p>		<p>-Know where they live -Know what they do/do not like about where they live. - Use basic geographical vocabulary to refer to key physical and human features</p>	<p><b><u>Summer 1</u></b> <b><u>Locality study (contrasting area of the UK)</u></b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (eg</p>		<p><b><u>Spring 1</u></b> <b><u>Locality study (non-European)</u></b> Understand geographical similarities and differences by studying 2 contrasting locations. - England/where we live compared to a non-European locality</p>	



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						Scotland, a city, non-coastal area) ( inspiration taken from Town Mouse and Country Mouse) - until alternative found		(inspiration taken from The Snail and the Whale key text)	
Human and physical geography	<p><b><u>Understanding the World</u></b> Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p><b><u>Understanding the World</u></b> Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>			<p><b><u>Throughout the year</u></b>-Identify seasonal and daily weather patterns in the UK.</p>	<p>- Use basic geographical vocabulary to refer to key physical and human features.</p> <p>-Visit to the beach</p>	Use geographical vocabulary to describe their journey from home to school.	-Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles.	
Geographical skills and fieldwork	<p><b><u>Understanding the World</u></b> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p><b><u>Understanding the World</u></b> Draw information from a simple map</p> <p>Explore the natural world around them.</p>	<p><b>People, Culture and Communities</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge</p>		<p>-Use locational and directional language to describe the location of features and routes on a map.</p> <p>-Use aerial photos and plans</p>	<p>-Use aerial photos and plans to recognise landmarks and basic human and physical features;</p>	Use locational and directional language to describe the location of feature and routes on a map. (eg	-Use aerial photographs to recognise landmarks and basic human and physical features describe a locality	-Use simple compass directions. -Use world maps, atlases and globes to identify the UK and its countries,



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		<p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>from stories, non-fiction texts and (when appropriate) maps.</p>		<p>to recognise landmarks and basic human and physical features; devise a simple map. (eg how to get to the school field, how to get to the park, bird's eye view of objects on my table) -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>	<p>-devise a simple map of our journey to the beach. -Use Google Earth to locate and study Par and its location compare this to a contrasting UK locality. -Use world maps, atlases and globes to identify the UK and its countries.</p>	<p>how to get from home to school)</p>		<p>continents and oceans</p>
Impact/key assessment criteria:				<p>Through the above topics, knowledge and skills a Year 1 geographer will:</p> <ul style="list-style-type: none"> <li>- Know the name of the four countries of the UK and locate them on a map.</li> <li>- Know the names of the three main seas that surround the UK</li> <li>- Keep a weather chart and answer questions about the weather</li> <li>- Know about some of the main things that are in hot and cold places</li> <li>- Know which clothes they would wear in hot and cold places</li> <li>- Know how weather changes throughout the year and name the seasons</li> </ul>	<p>Through the above topics, knowledge and skills a Year 2 geographer will:</p> <ul style="list-style-type: none"> <li>- Name the continents of the world and locate them on a map.</li> <li>- Name the world's oceans and locate them on a map</li> <li>- Name the capital cities of England, Wales, Scotland and Northern Ireland</li> <li>- Know what they like and do not like about a place that is different to the one they live in.</li> <li>- Describe a place outside Europe using geographical words.</li> </ul>				



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				<ul style="list-style-type: none"><li>- Point to the equator, North and South Pole on an atlas and globe</li><li>- Know about some of the features of an island (link to the UK as an island)</li><li>- Know where they live and tell someone their address</li><li>- Know the four main directions on a compass (N,S,E,W)</li><li>- Know what they like and do not like about the place they live.</li></ul>	<ul style="list-style-type: none"><li>- Know how jobs may be different in other locations</li><li>- Know the key feature of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley</li><li>- Know about the facilities that a village, town and city may need and give reasons</li><li>- Use the directional vocabulary: near, far, left, right to explain where a location is</li></ul>
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