

Templemoor Infant and Nursery School – Geography: Curriculum Progression Document



EYFS		Key Stage One (National Curriculum Subject Content)
In Nursery	<ul style="list-style-type: none"> Understand position through words alone. E.g. 'The box is next to the table' with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. <p><u>Locational Knowledge</u></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><u>Place knowledge</u></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><u>Human and Physical Geography</u></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: <u>Key physical features, including:</u> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <u>Key human features, including:</u> city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical skills and fieldwork</u></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, 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.
In Reception	<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. 	
Early Learning Goal	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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 	

NURSERY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Project	How many colours are in a rainbow?	Is it shiny?	How does that building stay up?	Are Eggs Alive?	How many pebbles on a beach?	How high can you jump?
Subject Focus	Immediate environment	Immediate environment	Immediate environment	Contrasting environment	Contrasting environment	Contrasting environment
Key Skills	<ul style="list-style-type: none"> I can follow one step instructions to move around the nursery. I can look at labels to find and return resources. 	<ul style="list-style-type: none"> I can talk about where things are in the nursery and I am beginning to use positional language. 	<ul style="list-style-type: none"> I can say who I live with and describe where I live. I can begin to describe a familiar route. 	<ul style="list-style-type: none"> I can show care and concern for the environment. 	<ul style="list-style-type: none"> I can talk about and ask questions about my environment. 	<ul style="list-style-type: none"> I can notice key features, when looking at photographs/books of different places in the world. I can make marks to document the local environment. E.g. circle features on a map or draw arrows on the playground when talking about where I have played.
Key Knowledge	<ul style="list-style-type: none"> I know the difference between inside and outside. 	<ul style="list-style-type: none"> I know one fact about night and day. 	<ul style="list-style-type: none"> I know the number of my house and the name of the road. 	<ul style="list-style-type: none"> I know chicks come from eggs and chicks live on farms. 	<ul style="list-style-type: none"> I know one or two facts about the seaside. I know what I might find at the seaside (e.g. a beach, sea, sea creatures) 	<ul style="list-style-type: none"> I know there are different places.
Key Vocabulary	Inside, outside, weather, label	As Autumn 1 plus... Autumn, day, night, in front of, behind	As Autumn 2 plus... Houses, Winter, address,	As Spring 1 plus... nests, Spring, change,	As Spring 2 plus... Beach, seaside, sea,	As Summer 1 plus... water, Summer, places
Assessing Impact	Ongoing assessments	Teacher judgement Checklist End of term assessments on insight.	Ongoing assessments	Teacher judgement Checklist End of term assessments on insight.	Ongoing assessments	Teacher judgement Checklist End of term assessments on insight.

RECEPTION

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Project	All About Me and my Friends	Autumn	Will you read me a story?	Do cows drink milk?	Are we there yet?	Why do ladybirds have spots?
Subject Focus	Immediate environment/fieldwork	Immediate environment/weather	Map skills	Contrasting environment	Contrasting environment/fieldwork	Contrasting Environment/fieldwork
Key Skills	<ul style="list-style-type: none"> I can follow two step instructions to move around reception. I look at labels to find and return resources. 	<ul style="list-style-type: none"> I can describe seasonal features of my immediate environment. I can draw features of my environment. 	<ul style="list-style-type: none"> I can use positional language (over, under, behind, in-between) to talk about features on a storyland map. 	<ul style="list-style-type: none"> I can talk about why we have farms. 	<ul style="list-style-type: none"> I can compare different places to my immediate environment. Talking about key features e.g. beach, sea, land, buildings. 	<ul style="list-style-type: none"> I can talk about different habitats needed to support mini beasts. I use positional language to describe where mini beasts can be found.
Key Knowledge	<ul style="list-style-type: none"> I know I go to Templemoor Infant and Nursery School. 	<ul style="list-style-type: none"> I know my address. 	<ul style="list-style-type: none"> I know key features: river, bridge, woods, forest, lane 	<ul style="list-style-type: none"> I know where my food comes from. 	<ul style="list-style-type: none"> I know what a globe is and can find key features (e.g. the land and sea). 	<ul style="list-style-type: none"> I know where to find mini beasts. I know the names of some mini beasts.
Key Vocabulary	As Summer 2 Nursery plus... school, World Map/ globe, land,	As Autumn 1 plus... forest, woodland, hedges, British wildlife,	As Autumn 2 plus... direction, plan, river, woods, forest, lane	As Spring 1 plus... farm, shop, pond	As Spring 2 plus... motorway, airport, difference,	As Summer 1 plus... country, town, field,
Assessing Impact	Ongoing assessments Assessment will take place against 'I can/ I know statements' at the end of each unit.	Ongoing assessments Assessment will take place against 'I can/ I know statements' at the end of each unit.	Ongoing assessment will take place against 'I can/ I know statements' at the end of each unit. End of term assessments on insight.	Ongoing assessments Assessment will take place against 'I can/ I know statements' at the end of each unit.	Ongoing assessments Assessment will take place against 'I can/ I know statements' at the end of each unit.	Ongoing assessment will take place against 'I can/ I know statements' at the end of each unit. End of term assessments on insight.

Year 1

	Autumn 1	Spring 1	Summer 1
Learning Project	Our School	Our Local Area – Sale	Our Country
Subject Focus	Learning about the world, starting with their immediate environment (building on the EYFS)	Learning about the locality beyond the school gate (building on from their knowledge of the school environment)	Learning about the countries in the UK developing learning beyond children's immediate environment and own locality in general. Looking at individual countries, capital cities, human and physical features and comparing and contrasting London and Brasilia.
Key Skills	<ul style="list-style-type: none"> • I can write an address properly • I can use maps and plan a route • I can use aerial photographs • I can recognise basic map symbols • I can use simple fieldwork skills to study the geography of the school • I can make simple observations about the geography of the classroom and school • I can ask simple geographical questions 	<ul style="list-style-type: none"> • I can use maps to gather information about my local authority • I can locate local landmarks on a map • I can use simple compass directions • I can use aerial photographs • I can recognise basic map symbols • I can use simple fieldwork skills to study the geography of the local area • I can make simple observations • I can plot a simple route on a map • I can explore geographical issues through discussion • I can ask geographical questions • I can express my own views and opinions about the environment and suggest simple improvements • I can use presentation skills 	<ul style="list-style-type: none"> • I can use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks • I can use aerial photographs to recognise basic human and physical features • I can produce a journey line • I can use internet mapping programmes to observe aerial views • I can compare the capital cities London and Brasilia • I can use world maps and globes to begin to locate some continents and countries.
Key Knowledge	<ul style="list-style-type: none"> • I know 3 familiar places in my local area • I know the four compass directions (NESW) • I know basic human and physical features • I know what a key is on a map 	<ul style="list-style-type: none"> • I know more familiar places in my local authority • I know different types of housing • I know basic subject specific vocabulary • I know basic map symbols • I know recognise human and physical features 	<ul style="list-style-type: none"> • I know the four countries of the UK. Capital cities and surrounding seas • I know simple differences between town and country locations • I know simple features of the countries of the UK • I know some human and physical features of the capital city London
Key Vocabulary	Local area, address, observe, passport, distance, aerial photograph, aerial view(birds eye view), fieldwork, route, plan, symbol, map, directions, town, village, area, city, county, postcode, compass, North, South, East, West	Compass, direction, fieldwork, maps, symbols, house, buildings, housing, detached, semi-detached, terraced, cottage, bungalow, flats, caravan, school, offices, railway station, leisure centre, factory, hospital, parking, cycle trail, golf course, nature reserve, place of worship, motorway, footpath, main road, campsite	Town, countryside, pro, con, country, UK, United Kingdom, Great Britain, island, England, Scotland, Wales and Northern Ireland, capital city, landmarks, English Channel, North Sea, Irish Sea, North Atlantic Ocean, population, Brasilia, South America

Assessing Impact	Assessment will take place against 'I can/ I know statements' at the end of each unit.	Assessment will take place against 'I can/ I know statements' at the end of each unit. Insight at the end of February half term	Assessment will take place against 'I can/ I know statements' at the end of each unit. Insight at the end of the year
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Year 2

	Autumn 1	Spring 1	Summer 1
Learning Project	Magical Mapping	Our Wonderful World	Sensational Safari
Subject Focus	<p style="text-align: center;">Key Map Skills</p> <p>Explore a range of maps at local, national, global level, developing their understanding of how to navigate around an atlas, devising own maps/routes. Look at aerial photographs to spot human and physical features.</p>	<p>Location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children's own locality. Develop global awareness by looking in detail at the position of the seven continents and five oceans of the world. Look at aerial photographs to spot human and physical features.</p>	<p>Geography of Kenya focusing on the main human and physical features of the country. Learn key geographical features. Children will learn about similarities and differences between Kenya and the UK</p>
Key Skills	<ul style="list-style-type: none"> • I can draw a simple sketch map of the school and local area. • I can plan a simple route around the local area using key vocabulary • I can identify map symbols • I can use an atlas to locate the four countries of the UK, capital cities and other key places • I can use an atlas to locate the seven continents • I can use an atlas to locate the five major oceans of the world • I can use aerial photographs to recognise basic human and physical features • I can ask geographical questions 	<ul style="list-style-type: none"> • I can use an atlas to accurately locate the continents and oceans of the world. • I can locate continents, oceans including their own continent and country using a world map. • I can begin to follow a simple journey line using key vocabulary. • I can locate hot and cold areas of the world. • I can use and follow simple compass directions. • I can use aerial photographs and satellite images to recognise basic human and physical features. • I can ask geographical questions 	<ul style="list-style-type: none"> • I can draw a map of Kenya. • I can find Kenya on a world map or globe. • I can locate the capital city, some main cities and oceans. • I can identify the features of a national park and begin to explain the difference to a game reserve. • I can begin to explain the concept of 'endangered species'. • I can confidently use compass directions to move around a map • I can use an atlas/globe to locate accurately places and landmarks in Kenya. • I can ask geographical questions.
Key Knowledge	<ul style="list-style-type: none"> • I know the names of different types of maps and explain some key features. • I know the names of the four points of a compass. • I know the four countries in the UK • I know the four capital cities of the UK 	<ul style="list-style-type: none"> • I know that the world is spherical. • I know the seven continents and five oceans of the world correctly. • I know that journeys can be made around the world. 	<ul style="list-style-type: none"> • I know where Kenya is located in the world. • I know some aspects of Kenyan life. • I know some differences and similarities between Kenya and the UK. • I know some animals that live in Kenya
Key Vocabulary	<p>Sketch map, key, compass rose, map symbol, Ordnance Survey, route, compass, climate, atlas, continent, ocean, physical feature, aerial view, human feature, cartographer</p>	<p>Continent, ocean, population, landmark, Australasia, desert, rainforest, Africa, Antarctica, Asia, Australasia, Europe, North America and South America, the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean, compass, climate, equator, tropical, temperate, capital city, currency, cuisine, aerial,</p>	<p>National parks, game reserves, habitats, savannah, tourists, migration, endangered, Maasai Tribe, rural, equator, population, Nairobi, Mombasa, Tana River, Mount Kenya, Swahili, highlands, humid, grasslands, extinct</p>

Assessing Impact	Assessment will take place against 'I can/I know statements' at the end of each unit.	Assessment will take place against 'I can/I know statements' at the end of each unit. Insight at the end of February half term	Assessment will take place against 'I can/I know statements' at the end of each unit. Insight at the end of the year
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