

**GEOGRAPHY PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2**

Teaching and learning in geography will be suitably adapted to ensure that all learners, including those with SEND, can access and engage with **key knowledge** at their appropriate age or stage of development.

<b>NURSERY</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>TOPIC/THEME</b>	My Class	School and class	Inside and outside	Hot country (linked to Moana – compared with Walsall)	Land and sea – animals and geographical features	Route to reception. Walk around the school grounds.
<b>EYFS FRAMEWORK</b>	<b>UTW</b>  Draw attention to their immediate environment and introducing and modelling new vocabulary where appropriate.	<b>UTW</b>	<b>UTW</b>  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Talk about what they see, using a wide vocabulary.	<b>UTW</b>  Recognise some environments that are different from the one in which they live  Recognise some similarities and differences between life in this country and life in other countries.	<b>UTW</b>  Explore the natural world around them.  Recognise some environments that are different from the one in which they live	<b>UTW</b>  Draw information from simple maps.  Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.
<b>CONTENT</b>	Who works in my class and the geography of the inside of nursery.  Draw children’s attention to the immediate environment, names of adults and different areas within nursery.	School and class. (who works around school and where is nursery – Palfrey Infant School.	What belongs inside and what belongs outside.	Explore a hot country.  Compare and contrast it with Walsall.	Look at the animals and the geographical features of the land and the sea.  Compare features of both.	Explore the route to reception. (discuss steps, use visuals to plan a route and take the journey.  Walk around the school grounds in small groups (listening walk)
<b>SKILLS</b>	Children explore and become familiar with their new environment.	Opportunities for children to explore their immediate environment / setting and learning the names of important areas.	Observe indoor environments and objects.	Locate where they live on a map.  Locate a different country on a map.	Become familiar with and name some features of the land.	Children will use visuals to plan a route / draw a map.

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	<p>Children learn the geography of their new environment.</p> <p>Children learn the names of different areas within nursery.</p>		<p>Observe and explore outdoor environments and natural objects.</p> <p>Become familiar with and name features found outdoors.</p> <p>Become familiar with indoor features and their names.</p>	<p>Learn about areas that contrast with where they live.</p> <p>Use specific vocabulary to describe contrasting locations.</p>	<p>Become familiar with features of the sea and name some of them.</p>	
<b>KEY KNOWLEDGE</b>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>The name of their teacher.</li> <li>The name of their class.</li> <li>The main areas relating to geography of nursery e.g toilet, peg sand, water etc.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>Nursery is in Palfrey Infant School.</li> <li>Their key group.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>some indoor features e.g door, table, window, chair, floor, wall etc.</li> <li>some outdoor features e.g grass, toys, floor, trees etc.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>Children will be able to name a feature(s) of where they live (shops, houses, park, school, mosque)</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>Features of the sea e.g sea creatures, sand, water etc.</li> <li>Features of the land e.g grass, soil, trees, houses etc.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>A map shows a drawing of a place.</li> </ul>
<b>NEW VOCAB</b>	Nursery, playground, toilets, class.	Nursery, class, playground, hall, office, toilets, cloakroom, kitchen, library.	Indoor / inside, outdoor/ outside	Hot, dry, sunny, cool, cloudy, wet, rain.	Land, sea, creatures, animals	Steps, route, map
<b>KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE</b>						

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RECEPTION	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC/THEME	Our School from the air and from the ground	Around the world	Exploring	Creating	Creating maps	Comparing environments
EYFS FRAMEWORK	Development matters - UTW Draw information from a simple map.	Development matters- UTW  Recognise some environments that are different from the one in which they live.  Draw information from a simple map	Development matters  Draw information from a simple map.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  ELG: Understanding the World – People, Culture and Communities; Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Development matter UTW Draw information from a simple map.	Development matter UTW Draw information from a simple map.	Development matters - UTW Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them
CONTENT	Choosing colours and shapes to make a map of the school UTW ELG; Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Bear’s UK journey, features around the UK  features around the UK Exploring maps, what is in a map, a simple route, landmark (link to Handa’s surprise)  To compare contrasting places within the UK	Maps; what is a map, a simple route, landmark (ink to Rosie’s walk)  Exploring and comparing maps.  City or countryside; comparing features	Maps, drawing a building – link to Mrs Armitage and Little Red Riding hood.  Home / Away (local, not local) Comparing features of a city and seaside – link to Mrs Armitage 1 and 2	Create maps using landmarks	Hot and cold (desert and polar)  Suitable clothing; dress teddy for the right weather (consolidate previous knowledge)
SKILLS	Draw information from a simple map.	Making observations about the characteristics of places	Identifying land and water on a map or globe.	Apply their knowledge of maps to create their own	Apply their knowledge of maps to create their own	To begin to recognise seasonal weather conditions.

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	<p>Creating real or imaginary maps even if features are indistinguishable.</p> <p>Representing some of the features they notice in their school and school grounds.</p> <p>Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p> <p>Commenting on the features they see in their school and school grounds on a walk.</p>	<p>(in stories, photographs or in the school grounds/local area).</p> <p>Making observations about the features of places (in stories, photographs or in the school grounds/local area).</p> <p>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p> <p>Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p>	<p>Recognising features on maps (real or imaginary).</p> <p>Beginning to use modelled directional vocabulary when describing features in the surrounding environment.</p> <p>Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p>	<p>Creating real or imaginary maps even if features are indistinguishable.</p> <p>Beginning to use modelled directional vocabulary when describing features in the surrounding environment.</p> <p>Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p> <p>Making observations about the features and characteristics of places (in stories, photographs or in the school grounds/local area).</p>	<p>Creating real or imaginary maps even if features are indistinguishable.</p> <p>Beginning to use modelled directional vocabulary when describing features in the surrounding environment.</p> <p>Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.</p> <p>Making observations about the features and characteristics of places (in stories, photographs or in the school grounds/local area).</p>	<p>Observing weather across the seasons.</p> <p>Observing and discussing the effect the changing seasons have on the world around them.</p>
KEY KNOWLEDGE	<ul style="list-style-type: none"> <li>I know that a map is a drawing of a place.</li> <li>Water is usually represented in blue on a map or globe.</li> <li>Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill,</li> </ul>	<ul style="list-style-type: none"> <li>That places within this country can differ from each other.</li> <li>I know I attend Palfrey Infant School and I live in Walsall.</li> <li>Some vocabulary to describe the characteristics of different places,</li> </ul>	<ul style="list-style-type: none"> <li>A map is a picture of a place.</li> <li>Water is usually represented in blue on a map or globe.</li> <li>I can name some human / physical features e.g (hill, field, building, road, house, trees)</li> <li>That a place and its features can be</li> </ul>	<ul style="list-style-type: none"> <li>I can use pictures to represent places on a map.</li> <li>Water is usually represented in blue on a map or globe.</li> <li>Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill,</li> </ul>	<ul style="list-style-type: none"> <li>A map is a picture of a place and its features can be represented in a picture.</li> <li>Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill,</li> </ul>	<ul style="list-style-type: none"> <li>That the terms Spring, Summer, Autumn and Winter are used to describe the season.</li> <li>To know some of the key characteristics of each season; I know It is cold in the winter and warm in the summer.</li> </ul>

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	<p>field, building, road, house, old).</p> <ul style="list-style-type: none"> <li>Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).</li> </ul>	<p>even if used inaccurately (hill, field, building, road, house, old).</p> <ul style="list-style-type: none"> <li>That a map is a picture of a place.</li> </ul>	<p>represented in a picture.</p> <ul style="list-style-type: none"> <li>Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).</li> </ul>	<p>field, building, road, house, old).</p> <ul style="list-style-type: none"> <li>Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind). I can use some vocab to describe directions such as; near/next to or 'far'</li> </ul>	<p>field, building, road, house, old).</p> <ul style="list-style-type: none"> <li>Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind); I can name some landmarks on a map.</li> </ul>	<ul style="list-style-type: none"> <li>That there are four seasons in a year marked by certain weather conditions.</li> </ul>
RETRIEVAL/ PRIOR LINKS						
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	<p>Above aerial bird's eye view feature feature names (e.g. bench, building, field, gate, hall, hill, house, playground, pond, road, steps, tree, map photograph</p>	<p>city countryside farm field village weather</p>	<p>Above aerial bird's eye view feature feature names (e.g. bench, building, field, gate, hall, hill, house, playground, pond, road, steps, tree, map photograph</p>	<p>Above aerial bird's eye view feature feature names (e.g. bench, building, field, gate, hall, hill, house, playground, pond, road, steps, tree, map photograph</p>	<p>Above aerial bird's eye view feature feature names (e.g. bench, building, field, gate, hall, hill, house, playground, pond, road, steps, tree, map</p>	<p>Autumn, spring Summer, winter words related to the senses and the seasons (e.g. cold, frosty, hot, sunny, wet, etc.</p>
KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE						

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YEAR 1	UNIT 1	UNIT 2	UNIT 3
TOPIC/THEME	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
NC OBJECTIVES	<p><b>Human and physical geography</b> use basic geographical vocabulary to refer to key human and physical features.</p> <p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the UK and its countries. use simple compass directions and locational language. Use aerial photographs to recognise landmarks and basic human and physical features. Use simple field work and observational skills to study the geography of their school and its grounds and key human/physical features of its surrounding environment. Devise a simple map and use and construct basic symbols in a key.</p>	<p><b>Locational knowledge</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Human and Physical geography</b> 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> <p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the UK and its countries. use simple compass directions and locational language. Devise a simple map and use and construct basic symbols in a key. Use simple field work and observational skills to study the geography of their school and its grounds and key human/physical features of its surrounding environment.</p>	<p><b>Human and physical geography</b> Use basic geographical language to refer to: key physical and human features. <b>Geographical skills and fieldwork.</b> Use simple compass and locational and directional language 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 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 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><b>Place knowledge</b> 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><b>Locational knowledge</b> Name and locate the world’s seven continents and five oceans.</p>
CONTENT	<p>Locating where they live on an aerial photograph, recognising features within a local context.</p> <p>Creating maps using classroom objects before drawing simple maps of the school grounds.</p> <p>Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.</p>	<p>Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.</p>	<p>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the</p>

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			local area and make a simple map using data collected through fieldwork
SKILLS	<ul style="list-style-type: none"> <li>Recognise some human and physical features in their locality and on aerial photographs.</li> <li>Use an atlas to locate the U.K.</li> <li>Use locational language to describe location of objects and features in relation to each other.</li> <li>Respond to directional language to follow routes.</li> <li>Draw and use simple maps using pictures, colours and symbols.</li> <li>Ask and answer simple questions about the features of their school and school grounds.</li> <li>Express their likes / dislikes and their feelings about a specific place, using a simple recording technique.</li> </ul>	<ul style="list-style-type: none"> <li>Showing on a map which continent they live in.</li> <li>Locating the four countries of the United Kingdom (UK) on a map of this area and an atlas.</li> <li>Beginning to locate the capital cities of the four countries of the UK on a map of this area.</li> <li>Showing on a map which country they live in and locating its capital city.</li> <li>Describing how the weather changes with each season in the UK -confidently using 'season' and 'weather'</li> <li>Describing the daily weather patterns in their locality.</li> <li>Using and following directional language to locate objects in the classroom, features on a map and the playground.</li> <li>Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>Using simple picture maps and plans to move around the school.</li> <li>Asking and answering simple questions about the features of their school and school grounds.</li> <li>Drawing some of the features they notice in their school and school grounds in correct place in relation to each other on a sketch map.</li> <li>Recognising local landmarks on aerial photographs. Asking questions about the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Locating Europe and Asia on a map, globe and in an atlas.</li> <li>Locate the Pacific and Atlantic Ocean on a map and globe.</li> <li>Naming some key similarities and differences between where they live and a contrasting non- European country.</li> <li>Use directional language in relation to features on a map.</li> <li>Use the four compass directions to describe the location of features on a map.</li> <li>Recognising landmarks on an aerial photograph and sorting them into human and physical features.</li> <li>Ask and answer simple questions about the features of their school and school grounds.</li> <li>Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.</li> <li>Drawing simple features around the school grounds in correct relation to each other on their sketch map.</li> </ul>
KEY KNOWLEDGE	<p>Children will know:</p> <ul style="list-style-type: none"> <li>The UK is short for 'United Kingdom'.</li> <li>To know that a country is a land or nation with its own government.</li> <li>They live in England.</li> <li>Some key human and physical features in my locality.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>The name of two continents (Europe and Asia).</li> <li>That a continent is a group of countries.</li> <li>That they live in the continent of Europe.</li> <li>That the UK is short for 'United Kingdom'.</li> </ul>	<p>Children will know;</p> <ul style="list-style-type: none"> <li>The name of the two continents (Europe and Asia).</li> <li>That a continent is a group of countries.</li> <li>To know that they live in the continent of Europe.</li> </ul>

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	<ul style="list-style-type: none"> <li>To know that an aerial photograph is a photograph of a place taken from the air above.</li> <li>To know that atlases give information about the world and that a map tells us information about a place.</li> <li>To know that a map is a picture of a place, usually drawn from above.</li> <li>To know that symbols are often used on maps to represent features.</li> <li>To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards).</li> </ul>	<ul style="list-style-type: none"> <li>That a country is a land or nation with its own government.</li> <li>That the United Kingdom is made up of four countries and their names.</li> <li>The name of the country they live in.</li> <li>The four seasons of the UK.</li> <li>That 'weather' refers what it is like outside at a particular time.</li> <li>Different parts of the U.K often experience different weather.</li> <li>That a weather forecast is when someone tries to predict what the weather will be like in the near future.</li> <li>That we can measure the weather conditions.</li> <li>Some simple directional knowledge (near, far, up, down, left, right, forwards and backwards)</li> <li>Which direction is N, E, S and W on a map.</li> </ul>	<ul style="list-style-type: none"> <li>To know that life in elsewhere in the world might be similar but also different to ours.</li> <li>How life in Shanghai is different to life in the U.K.</li> <li>A physical feature means any feature that is on the Earth naturally.</li> <li>A human feature means any feature that was made or built by humans.</li> </ul>
RETRIEVAL/ PRIOR LINKS	In Early years foundation stage – Reception, children explored the natural world around them, made observations of their immediate environment and explained some similarities and differences between this country and life in other countries.	Year 1 Autumn 1 What is it like here? Key retrieval; <ul style="list-style-type: none"> <li>To know that the UK is short for 'United Kingdom'.</li> <li>To know they live in England.</li> <li>I can name some key human and physical features in my locality</li> </ul> <p>Reception and Nursery outdoor learning observing different seasons and their individual characteristics and weathers.</p>	Year 1 – What is the weather like in the UK? Key retrieval: <ul style="list-style-type: none"> <li>The name of two continents (Europe and Asia).</li> <li>That a continent is a group of countries.</li> <li>That they live in the continent of Europe.</li> </ul>
NEW VOCAB (REMEMBER TO RECALL PREVIOUS VOCAB)	aerial view, land, location, village, city, aerial photograph, sea, country, town, map, globe, directional language, symbol, features, atlas, distance, country, key, locate, north, survey, questionnaire, improve	Atlas, capital city, climate, compass, continent, country, direction, land, locate, location, map, rain gauge, season, temperature, thermometer, weather, weather vane	directional language e.g. near, far, next to, behind, etc. continent, country, city, key, human feature, map, physical feature, similar, symbol, mountains, river, beach, farm, hills, shops, port, metro, skyscraper, Asia, Europe.
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<b>YEAR 2</b>	<b>UNIT 1</b>	<b>UNIT 2</b>	<b>UNIT 3</b>
<b>TOPIC/THEME</b>	Would you prefer to live in a hot place or a cold place?	Why is our world wonderful?	What is it like to live by the coast?
<b>NC OBJECTIVES</b>	<p><b>Locational knowledge</b> Name and locate the world’s seven continents and five oceans.</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p> <p><b>Human and Physical Geography</b> 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 human and physical features.</p> <p><b>Geographical skills and field work</b> Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions and locational language to describe the location of features and routes on a map (near, far, left, right) Use aerial photographs to recognise landmarks and basic human and physical features: devise a simple map and use and construct basic symbols in a key. Use simple field work and observational skills to study the geography of their school and its grounds and key human/physical features of its surrounding environment.</p>	<p><b>Locational knowledge</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world’s seven continents and five oceans.</p> <p><b>Geographical skills and field work</b> 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.</p> <p><b>Human and Physical Geography</b> Use basic geographical vocabulary to refer to: key human and physical features.</p> <p><b>Geographical skills and field work</b> Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions and locational language to describe the location of features and routes on a map (near, far, left, right) Use aerial photographs to recognise landmarks and basic human and physical features: devise a simple map and use and construct basic symbols in a key. Use simple field work and observational skills to study the geography of their school and its grounds and key human/physical features of its surrounding environment.</p>	<p><b>Locational knowledge</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world’s seven continents and five oceans.</p> <p><b>Human and Physical Geography</b> Use basic geographical vocabulary to refer to: key human and physical features.</p> <p><b>Geographical skills and field work</b> Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions and locational language to describe the location of features and routes on a map (near, far, left, right) Use aerial photographs to recognise landmarks and basic human and physical features: devise a simple map and use and construct basic symbols in a key. Use simple field work and observational skills to study the geography of their school and its grounds and key human/physical features of its surrounding environment.</p>
<b>CONTENT</b>	Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and	Learning about the world’s wonders, the names and locations of the world’s oceans and considering what is unique about the local area.	Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how

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	features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.		humans have interacted with this, including land use and tourism.
SKILLS	<ul style="list-style-type: none"> <li>Locating all the world’s seven continents on a world map.</li> <li>Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.</li> <li>Locating some hot and cold areas of the world on a world map.</li> <li>Locating the Equator and North and South Poles on a world map.</li> <li>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</li> <li>Describe and begin to explain some key similarities and differences between the U.K and a contrasting non-European country.</li> <li>Describe what physical features may occur in a hot place in comparison to a cold place.</li> <li>Use locational language and the compass points.</li> <li>Recognise human and physical features on aerial photographs and plan perspectives.</li> <li>Ask and answer simple questions about the human and physical features of the area surrounding the school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>Locating the world’s seven continents on a world map, globe and atlas.</li> <li>Showing in a map the oceans nearest to the continent they live in.</li> <li>Locating the world’s five oceans on a map.</li> <li>Locating the four countries of the United Kingdom and their capital cities (UK) on a map.</li> <li>Identifying some of the characteristics of the four countries of the U.K. (human and physical features).</li> <li>Showing where they live on a map.</li> <li>Using locational language and the four compass points.</li> <li>Recognising human and physical features on an aerial map and plan perspective.</li> <li>Drawing simple maps using agreed symbols to make a key.</li> <li>Asking and answering simple questions about the surrounding school grounds.</li> <li>Classifying human and physical features with teacher support.</li> <li>Presenting data in simple pictograms or tally charts, commenting on what the data shows and answering simple questions about it.</li> </ul>	<ul style="list-style-type: none"> <li>Showing on a map the oceans nearest the continent they live in.</li> <li>Locating the surrounding seas of the UK on a map of this area.</li> <li>Describing the key human and physical features of a coast and how it changes over time using subject specific vocabulary.</li> <li>Describing and understanding the differences between a city, town and village.</li> <li>Using an atlas to locate the four capital cities of the UK.</li> <li>Using locational language and the compass points (N, S, E, W) to describe a route and the location of features on a map.</li> <li>Using a map to follow a prepared route.</li> <li>Recognising human and physical features on aerial photographs and plan perspectives.</li> <li>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</li> <li>Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.</li> <li>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</li> <li>Asking and answering simple questions about data.</li> </ul>
KEY KNOWLEDGE	<p>Children will know:</p> <ul style="list-style-type: none"> <li>To know some similarities and differences between their local area and a contrasting non-European country (Kenya)</li> <li>To know that the Equator is the hottest part of the world.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>The seven continents and five oceans of the world.</li> <li>Characteristics of the four capital cities of the UK (human and physical features / landmarks)</li> <li>The four capital cities of the UK.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>To know that a sea is a body of water that is smaller than an ocean.</li> <li>To know that there are four bodies of water surrounding the U.K .</li> <li>To know that the English Channel is a sea surrounding the U.K.</li> </ul>

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	<ul style="list-style-type: none"> <li>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</li> <li>Know the location of the North Pole and the South Pole. They will know that they coldest places on Earth.</li> <li>To know that Africa experiences different weather conditions due to its location near the equator.</li> <li>To be able to name seven continents of the world.</li> <li>To know that a globe is a spherical model of the Earth.</li> <li>To begin to recognise world maps as a flattened globe.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a capital city is the city where a country's government is located.</li> <li>To begin to recognise world maps as a flattened globe.</li> <li>To know that maps need a title and purpose.</li> <li>To know that maps need a key to explain what the symbols and colours represent.</li> <li>To know that a tally chart is a way of collecting data quickly.</li> </ul>	<ul style="list-style-type: none"> <li>The coast is a piece of land along the Sea or Ocean.</li> <li>Some features of the coast (beach, sea, ocean, harbour, cliff, cave, bay, coastline)</li> <li>To know that coasts (and other physical features) change over time.</li> <li>To know some key physical and human features of the UK.</li> <li>To know that maps need a title and purpose.</li> <li>To know that maps need a key to explain what the symbols and colours represent.</li> <li>To know that a tally chart is a way of collecting data quickly.</li> <li>To know that a pictogram is a chart that uses pictures to show data.</li> </ul>
<p>RETRIEVAL/ PRIOR LINKS</p>	<p>Year 1 -Spring 2- What is the weather like in the UK? Key retrieval:</p> <ul style="list-style-type: none"> <li>Know the four seasons of the UK.</li> <li>Know that hat 'weather' refers what it is like outside at a particular time.</li> <li>Know that we can measure the weather conditions.</li> <li>Know the weather is often different in different parts of the U.K.</li> </ul>	<p>Year 2 Autumn 1 – unit; Would you like to live in a hot place or a cold place? Key retrieval:</p> <ul style="list-style-type: none"> <li>To know that the Equator is an imaginary line around the middle of the Earth and it is the hottest part of the world.</li> <li>Know the location of the North Pole and the South Pole. They will know that they coldest places on Earth.</li> <li>To know that Africa experiences different weather conditions due to its location near the equator.</li> <li>To be able to name the seven continents of the world.</li> </ul> <p>Year 1 Summer – What's it like to live in Shanghai?</p> <ul style="list-style-type: none"> <li>Know that a physical feature means any feature that is on the Earth naturally.</li> <li>Know that a human feature means any feature that was made or built by humans.</li> <li>Know the name of the two continents (Europe and Asia).</li> <li>Know that a continent is a group of countries.</li> </ul>	<p>Year 2. Spring 2 Why is our world wonderful? Key retrieval:</p> <ul style="list-style-type: none"> <li>To be able to name the seven continents and five oceans of the world.</li> <li>To name some characteristics of the four capital cities of the UK (human and physical features / landmarks)</li> <li>Know the four capital cities of the UK.</li> <li>To know that a tally chart is a way of collecting data quickly.</li> </ul> <p>Year 1 Autumn – Where do we live and why is it special?</p> <ul style="list-style-type: none"> <li>Identifying human and physical features in their locality.</li> </ul> <p>Year 1 Summer – What is it like to live in Shanghai?</p> <ul style="list-style-type: none"> <li>Identifying / comparing human and physical features of where they live with a contrasting non – European country.</li> </ul>

GEOGRAPHY PROGRESSION OF KNOWLEDGE AND SKILLS – NURSERY TO YEAR 2

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<p><b>NEW VOCAB</b> (REMEMBER TO RECALL PREVIOUS VOCAB)</p>	<p>Continent, map, land, ocean, country, locate, sea, globe, desert, climate, pack ice, arid, compass, weather, ice sheet, savannah, grasslands, tropical, vegetation, rainforest, weather, polar, human feature, rural, physical feature, Equator, urban</p>	<p>aerial photograph, capital city, continent, Great Barrier Reef, Amazon rainforest, Statue of Liberty Mount Etna, Great Pyramid of Giza, The Great Wall of China, country, data collection, fieldwork, human feature, physical feature, key, landmark, north, south, east, west, ocean, OS map, symbol, tally chart, vegetation, soil. River. Lake. Sea, forest, school, shop, church, park</p>	<p>arch, aquarium, bay, capital city, city, cliff, coast, coastline, country, data collection, fieldwork, island, harbour, human feature, location, locate, mudflat, ocean, physical feature, pictogram, pier, sand dunes, sea, stack, tally chart, tourist, town, village</p>
<p><b>KEY INFORMATION FOR TEACHERS/ WHERE TO FIND MORE</b></p>			

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<b>YEAR 2</b>	<b>UNIT 1</b>	<b>UNIT 2</b>	<b>UNIT 3</b>
<b>TOPIC/THEME</b>	Would you prefer to live in a hot place or a cold place?	Why is our world wonderful?	What is it like to live by the coast?
<b>NC OBJECTIVES</b>	<p><b>Locational knowledge</b> Name and locate the world’s seven continents and five oceans.</p> <p><b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p> <p><b>Human and Physical Geography</b> 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 human and physical features.</p> <p><b>Geographical skills and field work</b> Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions and locational language to describe the location of features and routes on a map (near, far, left, right) Use aerial photographs to recognise landmarks and basic human and physical features: devise a simple map and use and construct basic symbols in a key. Use simple field work and observational skills to study the geography of their school and its grounds and key human/physical features of its surrounding environment.</p>	<p><b>Locational knowledge</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world’s seven continents and five oceans.</p> <p><b>Geographical skills and field work</b> 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.</p> <p><b>Human and Physical Geography</b> Use basic geographical vocabulary to refer to: key human and physical features.</p> <p><b>Geographical skills and field work</b> Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions and locational language to describe the location of features and routes on a map (near, far, left, right) Use aerial photographs to recognise landmarks and basic human and physical features: devise a simple map and use and construct basic symbols in a key. Use simple field work and observational skills to study the geography of their school and its grounds and key human/physical features of its surrounding environment.</p>	<p><b>Locational knowledge</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world’s seven continents and five oceans.</p> <p><b>Human and Physical Geography</b> Use basic geographical vocabulary to refer to: key human and physical features.</p> <p><b>Geographical skills and field work</b> Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions and locational language to describe the location of features and routes on a map (near, far, left, right) Use aerial photographs to recognise landmarks and basic human and physical features: devise a simple map and use and construct basic symbols in a key. Use simple field work and observational skills to study the geography of their school and its grounds and key human/physical features of its surrounding environment.</p>
<b>CONTENT</b>	Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and	Learning about the world’s wonders, the names and locations of the world’s oceans and considering what is unique about the local area.	Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how

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