

# Geography Progression Document

## Geography Progression in knowledge and skills

### Curriculum Intent

Our high-quality geography curriculum inspires in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The curriculum is planned to equip children with the knowledge and skills, so they ask questions. Children will gain from first-hand experience wherever possible, knowledge about diverse places, people and resources. Through practical activities children will gain a deep understanding of the earth's key human and physical processes. This knowledge will help them to deepen their understanding of the interaction between human and physical processes and the formation of landscapes and environments.

### Implementation

- We will develop children's curiosity using their five senses, our children will be given many opportunities to explore their immediate environment and beyond to help them to understand the world around them.
- We develop children's understanding of geography through high quality teaching and carefully thought-out sequences of lessons.
- We encourage children to think and behave as a geographer developing a variety of skills understanding directions, routes, locational features using maps, atlases, globes, aerial photographs etc.
- We challenge children to present their conclusions in the most appropriate way and to use basic geographical vocabulary to refer to key physical and human features locally while on educational visits and using secondary resources to learn beyond their locality.
- Through our Eco Schools award children will learn about a commitment to sustainable development and an appreciation of what being a 'global citizen' means. This will increase their knowledge and awareness of the effects of humans on physical and natural environments.

### Substantive and Disciplinary knowledge in Geography

Our Geography curriculum is designed to build children's substantive and disciplinary knowledge. The substantive knowledge gives children the substance of Geography such as place, scale, physical and human processes, environmental impact and cultural diversity. The disciplinary knowledge enables children to develop map skills, fieldwork, similarities and differences, research and enquiry and cause and consequence. They will be taught to make links across different geographical components to build this in their long term memory.

National Curriculum outcomes	End of Early Years Foundation Stage	End of Key Stage 1
	<p><b>Understanding the World:</b>  <b>ELG People, Culture and Communities</b>  <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i>  <i>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.</i></p>	<p><i>Develop knowledge about the world, the United Kingdom and their locality.</i>  <i>Understand basic subject specific vocabulary relating to human and physical geography.</i>  <i>Begin to use geographical skills, including first hand observation, to enhance their locational awareness.</i></p>

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Substantive Knowledge	Key Concept	Nursery		Reception	Y1	Y2
		Birth-3	3-4-year-olds	5-year-olds	6-year-olds	7-year-olds
<b>Investigate Places</b>	<i>Ask and answer geographical questions such as: What or who will I see in this place? What do people do in this place?</i>	Explore and respond to different natural phenomena in a setting and on trips such as jumping in puddles and walking through tall grass.	Build knowledge of environments by exploring indoor and outdoor	Ask and answer, some geographical questions.	Ask and answer some relevant geographical questions.	Ask and answer a good range of relevant geographical questions.
	<i>Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area.</i>	With an adult talk about my sights, sounds and smells in the immediate environment.	With an adult to name features in the nursery environment.	Name the key features of a location.	Understand that different places have different characteristic features and use this to help describe what sort of place it is.	Explain and compare characteristic features of different areas to identify what sort of place it is.
	<i>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</i>	Explore different views of their surroundings, such as soft play area, under a tree, on a lap, looking at bushes and flowers in a garden and park.	Get information from a simple map such and identify objects on an aerial map.	Name the country they live in and talk about some of the United Kingdom.	Name and describe the countries of the United Kingdom.	Name, describe and compare the world's continents and oceans and have a rapidly growing knowledge of other countries around the world.

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	<i>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment</i>	Explore and talk about different natural phenomena in their setting and on trips. ➤ <i>walking through tall grass</i>	Recognise environments that are different to the one in which I live.	With my teacher I can carry out simple fieldwork and name the key natural and manmade features of the area surrounding the school.	Carry out simple fieldwork skills and describe the key physical and human features of different areas and use some geographical vocabulary to describe them.	Carry out Sand select simple fieldwork techniques and compare the key physical and human features of an area and use geographical vocabulary to explain them.
	<i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i>	Explore places beyond the nursery setting.	Explore places in the inside and outside school environment and talk about what I see.	Name and locate the country they live in on a map of the United Kingdom.	Name and describe the four countries and capital cities of the United Kingdom. I can talk about their characteristics and identify similarities and differences.	Compare the United Kingdom and surrounding seas with other areas and continents of the world.
	<i>Name and locate the world's continents and oceans.</i>	Explore places beyond the local area.	Know that there are different countries in the world and talk about the differences they have seen in photos.	Talk about some different places in the world.	I know that the world is split into different parts and different countries have different characteristics.	Describe and compare the world's continents and oceans and use well-reasoned descriptions of places in relation to them.
<b>Vocabulary</b>		<i>Nursery, playroom, role play, outside, toys, snack area, construction, water tray, sand tray</i>	<i>England, school, outside, inside, world, China, India England</i>	<i>Wrockwardine Wood, Trench, England, Telford. Earth, country</i>	<i>Country, United Kingdom, England, Scotland, Northern Ireland, London, Edinburgh, Belfast, Cardiff, Church Road</i>	<i>South America, North America, Europe, Asia Australasia. Antarctica, Africa, Continents, Oceans, Sea, Climate, Pacific, Atlantic, Indian, Arctic, Southern</i>
<b>To investigate patterns</b>	<i>Understand geographical similarities and differences through studying the human and physical geography of a small area</i>	Adults to model describing what children can see	Adults model the vocabulary needed to name specific features of the	Name different locations around me.	Describe different contrasting locations such as a town and city and use some geographical	Explain and compare comparing locations and characteristic features of places such

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	<i>of the United Kingdom and of a contrasting non – European country.</i>	and hear around them.	world. <i>(Both physical and human features)</i>		vocabulary to describe them.	as countries and continents using good criteria, and a good grasp of geographical vocabulary.
	<i>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.</i>	Explore and respond to different natural phenomena in their setting and on trips. ➤ <i>standing in the rain with wellies and an umbrella</i> ➤ <i>splashing in puddles</i>	Explore about the effect of changing seasons on the natural world around me.	Talk about seasonal and daily weather patterns in the United Kingdom are start to observe and record these with support.	Describe seasonal and daily weather patterns in the United Kingdom are observed and described with some detail. I can talk about the equator and the north and south pole.	Compare seasonal weather patterns well and use careful observations of daily weather. There is a well-developed ability to describe hot and cold areas of the world in relation to the Equator, North and South poles.
	<i>Identify land use around the school.</i>	Children visit the shops and the park.	Children visit the, shop, post office, War Memorial in the park, school field, playground, church.	With the support of a teacher, patterns of land use near the school are investigated.	Describe patterns of land use and investigate these using geographical language.	Compare patterns of land use and investigate using well-chosen geographical vocabulary.
<b>Vocabulary</b>		Hear, smell, see, touch, taste, hands, mouth, nose, ears, eyes. Rain, sun, clouds	Sun, rain, snow, clouds, leaves, flowers, trees, grass, school. Field.	Natural, manmade, material, autumn, winter, spring, summer, dark, light, hail, wind, storm. Foggy, misty,	Human, physical, town, city, village, road, vegetation. Built up, high rise building, flats, offices, shops, equator, north pole, south pole	Coast, cities, climate, warm, cold climate, coast, land, desert, rainforest,
<b>Global citizenship</b>	<i>Children have a sense of responsibility and care for the environment.</i>	Begin to understand the need to respect and care for the	Talk about recycling, planting, and care for our resources.	With support children recycle and take care of the immediate natural environment.	I can observe and describe some of the issues linked to pollution.	Take part in discussions and debates about global citizenship.

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		natural environment.				
<b>Vocabulary</b>		Bin, water, lights, clean	Recycle, plant, paper, plastic,	Reuse, plastic, paper, metal, landfill, waste collector	Pollution, reuse, air pollution, water pollution, land pollution,	Fair, unfair, deforestation, climate change, future, impact, resolve, protect
<b>To communicate geographically</b>	<i>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1</i>	Play with small world such as cars and road maps, farm and farm maps, train track.	Draw simple maps of my immediate area or maps from imaginary story settings they are familiar with.	Explore simple maps and follow a simple route around school. Recognise objects from above.	Create a simple map and can follow a simple route in the local area. Use a simple key to identify features on a map. Identify features from a birds eye view on a map.	Create a detailed map that includes key. I can create and use simple grid references Choices of symbols for keys are well reasoned.
	<i>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map</i>	Play hiding and finding games inside and outdoors.	Discuss routes and locations, using words like in front of and behind.	Use the language of above, below, behind, in front, next to, underneath, on top to describe the position of places on a map.	Use the language of north, south, east and west to describe the location I am travelling.	Use compass directions and locational language fluently and accurately to describe places with detail.
	<i>Use basic geographical vocabulary to refer to key human and physical features.</i>	Adults plan for and introduce new vocabulary to describe what children see and hear around them.	Adults model the vocabulary needed to name specific features of the world. <i>(Both physical and human features).</i>	With the support of a teacher, I can use some basic geographical vocabulary to describe a place.	Use a growing repertoire of geographical vocabulary is selected to describe places.	Use a range of geographical vocabulary to carefully describe the key characteristics of places accurately.
<b>Vocabulary</b>		Map, cars, road, farm.	<i>Map, follow, hunt, in front, behind, over, under,</i>	<i>Map, next to, on top, above, underneath, map, follow, objects, view,</i>	Route, features, birds eye view, north, south, east, west, compass,	Grid reference, key, symbols, compass, detail.