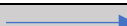


1. Progression map - Year on Year for GEOGRAPHY Subject Leader: Sally Marshall Last updated: Sept 21

	F2	Y1	Y2 & KS2 
EYFS & N C programme of study Pupils should be taught to:	<p>-UTW (3 to 4 year olds)</p> <p>-Mathematics</p> <p>-Understand position through words alone – eg “The bag is under the table,” with no pointing.</p> <p>-Describe a familiar route. - Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>-Understanding the World</p> <p>-Use all their senses in hands-on exploration of natural materials.</p> <p>-Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>UTW (Reception)</p> <p>-Draw information from a simple map</p> <p>-Recognise some similarities and differences between life in this country and life in other countries.</p> <p>-Explore the natural world around them.</p> <p>-Recognise some environments that are different from the one in which they live.</p> <p>-Understand the effect of changing seasons on the natural world around them.</p> <p>-ELG – UTW – Aspect: People, Culture & Communities</p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>-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.</p> <p>-Aspect: The Natural World</p> <p>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>-Understand some important processes and changes in the natural</p>	<p>- Develop knowledge about the world, the United Kingdom and their locality.</p> <p>-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>	

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	world around them, including the seasons		
I know:			
<u>Locational knowledge</u> -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	-that I live in Bingham, Nottingham and that this is in England.	- the names of the four countries that make up the UK - the names of the three main seas that surround the UK - the name of and can locate the four capital cities of England, Wales, Scotland and Northern Ireland.	- the names of and can locate the seven continents of the world. -the names of and can locate the five oceans of the world.
<u>Place knowledge</u> - 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	-how to recognise similarities and differences between two familiar places. -some features of my own environment.	-some features of hot and cold places in the world	-the main differences between a place in England and that of a small place in a non-European country
<u>Human and physical geography</u> - 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	-about some features of my own immediate environment and how environments might vary from one another -how to recognise seasonal changes in my own environment.	-which is the hottest and coldest season is in the UK. -& recognise main weather symbols -the main differences between city, town and village	-how to identify the following physical features: mountain; lake; island; valley: river; cliff; forest and beach. -how to explain some of the advantages and disadvantages of living in a city or village.
<u>Geographical skills and fieldwork</u> -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	-the name of my school and the street I live on. -how to use simple maps and aerial photographs to identify features of my own environment How to devise simple maps of learning experiences.	-my address, including postcode. -how to use compass directions North, South, East and West -how to describe the location of features and routes on a map -how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in my local area -how to devise a simple map; and use basic symbols in a key.	-where the equator, North Pole and South Pole are on a globe -how to use simple fieldwork and observational skills to study the geography of my school, its grounds and my local area, including the key human and physical features -how to devise a detailed map; and use and construct basic symbols in a key

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- 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.			
Geographical Vocabulary - Develop their vocabulary of geographical terms when discussing, questioning, comparing places nationally and internationally.	Left, right, between, next to, under, behind, home, house, garage, driveway, pavement, garden, fence, hedge, wall, windows, doors, bus-stop, pedestrian crossing, street lamps, gutter, Bingham, Nottingham, England, School, field, garden, Harvest, crop, forward, backwards, Continent, country, capital city, habitat, setting, feature, Environment, habitat	In-between, above, below, difference, road, lane, path, house, flats, bungalow, semi-detached, park, verge, church, shops, factories, river, stream, pond, lake, Map, Bird's eye view, aerial, location, feature, location, key, United Kingdom, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Cardiff, Belfast, Landmark, North, South, Pole, equator, countries, continents, Arctic, Antarctica, Africa, Asia, Europe, North America, South America, direction	Adjacent, contrast, compare, human, natural, impact, pollution, motorway, railway, canal, forest, wood, arable, agricultural, suburb, city, town, village, hamlet, developed, Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, Human features: country, city, town, village, factory, farm, house, office, port, harbour, shop, similarities, differences, natural, man-made, continent, ocean, equator, world, compass, climate, temperature, weather, Continents: Africa, Asia, North America, South America, Australia, Europe, Antarctica Oceans: Pacific, Atlantic, Indian, Arctic, Southern. Great Barrier Reef, Amazon rainforest, Sahara Desert, South Pole, North Pole, North, South, East, West. compass, directions, navigate, map, key, continents, physical features, human features, natural, man-made, map, Bird's eye view, aerial

NB: Year 3 to be added in liaison with the History Leader at Robert Miles Junior School