



# Geography - Progression Map

## Area of Learning (EYFS) & National Curriculum

Geography at Foundation stage is covered mainly in 'Understanding of the World'. It is taught through focus tasks and continuous provision, both inside and outside. Activities encourage exploration, observation, discussion about places, and understanding of the local and wider world.

### At a Glance

**Early Years:** Exploring immediate environment, observing seasonal changes, understanding different places and cultures, and developing awareness of maps.

**Year 1:** Understanding local area, identifying UK countries and capitals, recognising continents and oceans, and learning about human and physical features.

**Year 2:** Comparing UK with non-European countries, naming continents and oceans, understanding hot and cold areas, and developing map skills.

## Locational Knowledge

### Key Learning

#### Geographers in the Early Years will...

##### Nursery - Understanding the World

- Notice features of their immediate environment (e.g. playground, nursery garden)
- Talk about what they can see in their local area
- Begin to recognise familiar places (e.g. home, nursery, park)

##### Reception - Understanding the World

- Talk about what happens as the seasons change
- Knows about similarities and differences in relation to places and living things
- Know some similarities and differences between the natural world around them and contrasting environments
- Understand that it is important to look after our environment

#### Geographers in Year 1 will...

##### Knowledge

- Know that landmasses are large areas of land surrounded by water
- Know that landmasses are described as islands or continents
- Know that large bodies of water are described as lakes, seas or oceans
- Know how to recognise land and sea on a map and atlas
- Know that we live in England which is a country in the United Kingdom
- Know that England, Northern Ireland, Scotland and Wales are the names of the countries in the United Kingdom
- Know the names of London, Belfast, Edinburgh and Cardiff and that these are the capital cities
- Become familiar with the locations of the countries and their capital cities
- Know that Batley is the town in which we go to school/live

#### Geographers in Year 2 will...

##### Knowledge

- Revise Y1 locational knowledge (including continents)
- Know the names of the 7 continents: Europe, North America, South America, Africa, Australasia, Antarctica, Asia
- Know how to find the continents on a globe
- Know the names of the 5 oceans: Atlantic, South Atlantic, Pacific, Indian, Arctic
- Know how to find the oceans on a globe
- Recognise the names of the seas surrounding the British Isles: North Sea, English Channel, Irish Sea, Atlantic Ocean
- Recognise the 4 capital cities of the UK from pictures of key landmarks
- Know that Scotland is in the north with mountains (Ben Nevis) & lakes (Lochs)
- Know that Wales is in the West with hills and valleys
- Know that N Ireland is separate to the mainland with Loch Neagh and the Giant's Causeway
- Know that England is mostly low land but we live in the north where its major mountains and hills are found

### Key Vocabulary & Outcomes

#### Early Years

**Key Vocabulary:** Weather, autumn, winter, spring, summer, tree, grass, path, park, playground, home, nursery, school, same, different, change, seasons, woods, forest, warmer, colder, hotter, country, Batley, England, Antarctica, Africa, map, planet, globe

**Outcomes:** Children will make observations and draw pictures of features of the environment. They will use books and the internet to explore different places. They will have an awareness of features of a world map and identify some places they have learned about. They will talk about features of their own immediate environment and understand that other environments can be different.

#### Year 1

**Key Vocabulary:** Landmass, globe, map, island, continent, lake, ocean, sea, atlas, United Kingdom, England, Northern Ireland, Scotland, Wales, Batley, London, Belfast, Edinburgh, Cardiff, capital city

**Outcomes:** Can name, locate and identify characteristics of the four countries of the United Kingdom. Can name the world's seven continents and five oceans when labelled on a map. Can understand geographical similarities and differences through studying the human and physical geography of their home town.

#### Year 2

**Key Vocabulary:** Europe, North America, South America, Africa, Australasia, Asia, Antarctica, Atlantic, South Atlantic, Pacific, Indian, Arctic, British Isles, North Sea, English Channel, Irish Sea, Loch (plus Y1 vocabulary)

**Outcomes:** Can name and locate the world's seven continents and five oceans. Can name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas.

## Place Knowledge

### Key Learning

#### Geographers in the Early Years will...

##### Nursery

- Explore their immediate surroundings (nursery, outdoor area)
- Notice simple features around them (trees, paths, buildings)
- Talk about places they visit (park, shops, home)

##### Reception

- Know about our local area from visits to local woodland, farmland, waterways, town centre or school grounds
- Begin to recognise human features of the local area (houses, shops, roads)
- Begin to recognise physical features of the local area (trees, grass, water)

##### Skills

- Make observations and draw pictures of features of the environment and natural objects
- Use books and the internet to explore different places
- Have an awareness of features of a world map
- Talk about features of their own immediate environment and understand that other environments can be different

#### Geographers in Year 1 will...

##### Knowledge

- Know about our own local area from visits to local woodland, farmland, waterways, town centre or our school grounds
- Using the human features, know how to recognise human features of the local area
- Using the physical features, know how to recognise physical features of the local area

##### Skills

- Make simple comparisons between features of different places
- Name, locate and identify characteristics of the four countries of the United Kingdom

#### Geographers in Year 2 will...

##### Knowledge

- Know about Batley and Dewsbury; its human and geographical features
- Know about a contrasting location in the world; e.g. Australia or Pakistan
- Using the human features, recap prior knowledge of human features of the local area
- Using the physical features, recap prior knowledge of physical features of the local area
- Using the human features, know how to recognise human features of the contrasting area
- Using the physical features, know how to recognise physical features of the contrasting area
- Discuss the geographical similarities and differences of the small area of the UK study and the contrasting area

##### Skills

- Make simple comparisons between features of different places
- Compare and contrast a small area of the United Kingdom with a small area in a non-European country

## Human and Physical Geography

### Key Learning

#### Geographers in the Early Years will...

##### Nursery

##### Human Features

- Notice buildings and places in their environment (home, nursery, shops)
- Show interest in different places indoors and outdoors
- Talk about familiar places

##### Physical Features

- Notice changes in the weather and seasons
- Talk about what they see outdoors (trees, grass, sky, rain, sun)
- Begin to understand caring for their environment

##### Reception

##### Human Features

- Notice detailed features of their environment (e.g. harvesting fruit and vegetables, seasonal changes)
- Show interest in different occupations and ways of life indoors and outdoors
- Comment and ask questions about aspects of their familiar world such as the place where they live
- Begin to understand the effect their behaviour can have on the environment

##### Physical Features

- Can talk about what happens as the seasons change
- 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 (e.g. why can't Antarctic animals live in Africa?)
- Understand that it is important to look after our environment and know some ways that we can do this (recycling)

#### Geographers in Year 1 will...

##### Human Features

- Know that a house is a building where people live
- Know that a village is a collection of houses and other buildings in the countryside with only a few shops
- Know that the countryside is land away from towns and cities
- Know that a farm is an area of land and buildings, used for growing crops or raising animals
- Know that a town is a place with many streets, buildings and shops where people live and work
- Know that a city is a large town where many people live and work

##### Physical Features

##### Seasons & Weather

- Know the 4 seasons (Winter, Spring, Summer, Autumn) and their order
- Know weather changes throughout the year (warmer in summer, colder in winter)
- Recognise UK weather types: sun, rain, snow, hail, wind, fog, cloudy

##### Physical Features

- Know that the sea and oceans are large areas of salty water covering Earth's surface
- Know where the polar regions are located
- Know that a beach is sand/pebbles beside the sea, a hill is high rounded ground, and a forest is a large area of trees

#### Geographers in Year 2 will...

##### Human Features

- Know the human features from Year 1 plus: Know that an office is a building or a room where people work at desks. Know that a factory is a building where goods are made. Know that a port is a town or area that has a harbour or docks. A harbour is a protected area of deep water where boats can be moored.

##### Physical Features

##### Location & Climate

- Know the North and South Poles are the most northerly/southerly places on Earth and how to locate them on a globe
- Know the Equator is an imaginary line around Earth's middle, halfway between the Poles
- Know hot places are closer to the equator, cold places further away
- Know physical features of hot/cold areas: deserts (dry, no water/plants), polar regions (extremely cold), rainforests (dense, tropical, lots of rain), mountains (cold at top)

##### Additional Physical Features

- Know that the coast is where land meets sea, a river is fresh water flowing across land, a valley is land between hills
- Know a cliff is steep land beside the sea, a mountain is very high land with steep sides
- Know soil is the top layer where plants grow, vegetation is plants in an area

## Geographical Skills and Fieldwork

### Key Learning

#### Geographers in the Early Years will...

##### Nursery

- Talk about what they see and notice in their environment
- Ask simple questions about places they visit
- Draw or paint places and things they observe

##### Reception

- Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world
- Talk about some of the things they have observed
- Make observations and draw pictures of features of the environment and natural objects
- Express own views about places and the local area

#### Geographers in Year 1 will...

##### Skills

- Use simple fieldwork and observational skills when studying the geography of their school and its grounds
- Investigate their surroundings
- Make observations about where things are e.g. around school and local area
- Express own views about places and the local area
- Experience simple scale drawings of the local area

##### Map Knowledge

- Follow verbal directions including N, S, E, W
- Have experience of maps and attempts to make own, real or imaginary
- Use own symbols on imaginary map
- Use a plan view
- Use an Infant atlas to locate places

#### Geographers in Year 2 will...

##### Skills

- Develop simple fieldwork and observational skills when studying the geography of their school and local environment
- Begin to collect and record evidence with modelled support
- Try to make a simple scale drawing

##### Map Knowledge

- Follow a given route on a map using N, S, E, W
- Draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photo and include a key
- Use an infant atlas and globes to locate place
- Use large scale maps
- Use NF books, stories, maps, pictures, photos and internet as sources of information
- Follow a route on a map using directional language such as near/far, left/right and understand how to use a key
- Have experience of aerial photographs and try to identify known places

### Key Vocabulary & Outcomes

#### Early Years

**Key Vocabulary:** Observe, notice, ask, draw, paint, comment, familiar, explore, local area, immediate environment, natural objects, views

**Outcomes:** Children will observe and discuss features of their environment, ask questions, and express views about places. They will engage with simple maps and use various sources to learn about different places.

#### Year 1

**Key Vocabulary:** Fieldwork, observational skills, investigate, surroundings, scale drawing, verbal directions, N, S, E, W, map, symbols, plan view, Infant atlas

**Outcomes:** Children will use basic fieldwork to study their school grounds, make observations, and express opinions about local areas. They will use simple maps, follow verbal directions, and begin to create their own maps.

#### Year 2

**Key Vocabulary:** Fieldwork, observational skills, collect, record evidence, scale drawing, route, aerial photo, key, globes, large scale maps, NF books, directional language (near/far, left/right)

**Outcomes:** Children will develop fieldwork skills, collect and record evidence, and create simple scale drawings. They will use maps with N, S, E, W directions, interpret keys, and identify places from aerial photographs and various information sources.