Progression of Skills in Geography
Church Gresley Infant and Nursery School

GEOGRAPHY	Nursery	Reception	Year One	Year Two
Concepts and Key Questions				
Descriptors from EYFS Profile and the National Curriculum	Children in Nursery will be learning to: • Begin to understand the need to respect and care for the natural environment and all living things. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Children in Reception will be learning to: • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live.		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.	
	People, Culture and Communities Children at the expected level of development will: • describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. • know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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.		*Pupils should be taught to:* ***Locational knowledge*** • *name and locate the world's 7 continents and 5 oceans.* • *name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.* ***Place knowledge*** • *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.* ***Human and physical geography*** • *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.*	

	Green- Provision in classroom Blue – Objectives to be achieved through delivery curriculum lead by children's interests.		• *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.*	
Autumn	**All about me** Recognise features of the Nursery environment. Talk about the lives of the people around them and their roles in society – role play and small world. Autumn Treasure bags – explore and investigate Autumn treasures (bags sent home for children to fill and return to Nursery) **Celebrations** Churches Discuss where people get married. Where do people celebrate birthdays, anniversaries, Christenings? -Notice differences between people. -Book corner, outdoor area.	**Myself & Celebrations** -Identifying how communities celebrate Diwali. Using what we have learnt for a Diwali day in the classroom. -Harvest Festival. Listen to stories and information about the Harvest festival and join in with the church service. Develop this to talk about where our food comes from. -Using our local church as an example, discuss what celebrations are held in a church using stories, Power points and pictures. Apply understanding to crafts and explain understanding to an adult. -Children will become familiar with the role of people within the school community. -Show interests in different occupations. -Outdoor area, mud kitchen, playground, bug hotel bear reading corner, puppets, bear books, world atlas, underwater book corner, baby dolls, map (bird	**Local Area** - Understand the format of an address. - Label a simple plan eg of a classroom. -Recognise landmarks and simple symbols on a map. - Recognise and understand how to use a simple key on a map. -Use simple fieldwork and observational skills to study the geography of the school. -Use a simple compass to understand the directions north, south, east and west.	**Continents and Oceans** - Describe setting and animals in Handa's Surprise (Literacy). - Find countries where cocoa beans grow on a world map; label countries; design a simple key for the map; name some of the countries that produce cocoa beans. -Recognise the main continents and oceans on a world map. -Understand where the equator is and how it has an influence on the type of crops that grow there. - Develop fact finding skills by using non –fiction texts and Powerpoints to find out about cocoa bean production. - Sequence information about cocoa bean harvesting and processing in a flow chart. Cross-curricular – Literacy.

		watching area), curiosity cube – mirror, family photo), faces on display, Panda pool, doctor's surgery, building bears – construction.		
Spring	**Farms** Listen to traditional tales and other stories to learn about where food comes from. For example, The Gingerbread man Children are able to explore and talk about different occupations.	**Celebrations** -Listen to films, stories, Power points and non-fiction books about Chinese New Year – the focus being on how it is celebrated, the original story and the traditions that are followed. **Homes and Habitats** -Identifying different types of houses and the materials used to build them – link to 3 Little Pigs. -Comparison of environments – Local area vs Bear Hunt -Identifying features of bear habitats. -Identifying features of islands. -Draw information from a simple map. -Recognise some similarities and differences between life in this country and life in other countries. -Recognise some environments that are different to the one in which they live.	**Continents and Oceans** -Identify the countries in the United Kingdom -Identify key features of the countries in the UK. -Identify the seven continents and five oceans of the world. -Locate the equator, north and south poles on a world map.	**The UK** -Identify London on a map of the UK. - Create a map of London landmarks. - Describe landmarks in a postcard. Cross-curricular – history. - Create artwork of London landmarks (Cross-curricular – art).

Summer	**Houses** Learn about different types of houses - Thatched, brick, wooden, detached, semi-detached, flats, cottages, terraced – link to 3 little pigs. **Cultural Week – Wales** - Describe landmarks, artwork, music, food, animals, schooling and how people live in Wales.	**Habitats** -Mini beast habitats – name the key features of mini beast habitats. This is supported with caterpillar to butterflies in a tent in the classroom. -Farm environment – name some items that farms produce. -Look at the different types of farming in the UK. **Cultural Week - India** -Describe landmarks, artwork, music, food, animals, schooling and how people live in India.	**The UK** **-**Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. -Identify seasonal and daily weather patterns in the United Kingdom. -Use world maps, atlases and globes to identify the United Kingdom and its countries. **Cultural Week - Australia** -Use world maps, atlases and globes to identify Australia and where it is in relation to the UK. -Use secondary sources of information [i.e. CD-ROMs,	**Local Area and Community** -Understand what a community is and what is essential and what is desirable to different communities. -Recognise what makes the community of Swadlincote unique. -Label the different countries and their capital cities that make up the United Kingdom. -Name the seas around our coasts and identify where the beaches are. -Compare Church Gresley and Blackpool – key features, daily temperature. -Recognise the difference between human and physical features and this language to compare Swadlincote with a seaside town. **Cultural week and term focus - Africa** -Create a fact file on Africa using different sources of information. -Compare and contrast your day with a child who does go to school

	Children begin to understand the need to respect and care for the natural environment and for all living things. (Children will have been reminded of this throughout the year when exploring the indoor and outdoor environment).	Role play – travel agent.	pictures, photographs, stories, information texts, videos, artefacts]. - Observe the similarities and differences of physical geography the UK and Australia through photographs and maps. -Compare human feature landmarks of the UK and Australia. -Compare the weather in the UK and Australia.	and one who doesn't go to school in Africa. -Compare and contrast Africa and the UK. Sort pictures according to physical features. Identify similarities and differences between the 2 countries. Use maps, globes and photos to support learning. -Study weather patterns and temperature. -Cross curricular links with art and send my friend to school.