

Overdale Infant School: Geography - Progression Map



Intent

- For children to have an understanding of the features of their local area and compare it with other locations.
- For the children to understand the difference between human and physical features and be able to name some of each.
- For the children to understand that the world is made up of countries and continents and that these are surround by seas and oceans.
- For the children to be able to name the 4 countries that make up the United Kingdom and the seas that surround them and to locate these on maps.
- For the children to be able to name the 7 continents and 5 oceans and locate them on maps.
- For the children to be able to use maps and take information from them.
- For the children to be able to use a compass.

Development Matters		National Curriculum KS1
Understanding the World 3-4 year olds <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Continue developing positive attitudes about the differences between people 	Understanding the World Reception <ul style="list-style-type: none"> • 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 from the one in which they live. • Understand the effect of changing seasons on the natural world around them. ELG Understanding the World: People, Culture and Communities <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. ELG Understanding the World: The Natural World	Pupils should be taught Locational knowledge <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the

	<ul style="list-style-type: none"> • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<p>world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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. • 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.
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	Pre-school	Reception	Year 1	Year 2
Locational Knowledge	<p>UtW 3-4 year olds</p> <ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. <p>As a school we choose to include: Work on prepositions to help describe location of objects and people. We also include familiarity with the Preschool and Infant School buildings and opportunity to begin to recognise and map simple routes.</p>	<p>UtW Reception</p> <ul style="list-style-type: none"> Draw information from a simple map. <p>UtW ELG -People, culture and communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans.

Place Knowledge	<p>UtW 3-4 year olds</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Stories from other countries -</p>	<p>UtW Reception</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. <p>UtW ELG – People, culture and communities</p> <ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p>UtW ELG – The Natural World</p> <ul style="list-style-type: none"> 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>Stories from other countries – Waiting for the Biblioburro (Colombia) Reschenka's Eggs (Ukraine)</p>	<ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of the area of Leicester that the children live in and a coastal area of the United Kingdom. <p>School's choice to compare and contrast with another area of the UK.</p> <p>Currently Hunstanton but looking at alternatives to make including some of the human and physical features easier.</p>	<ul style="list-style-type: none"> 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>School's choice is to contrast the part of Leicester that the children live in with India.</p>

<p style="text-align: center;">Human and Physical Geography</p>	<p>UtW 3-4 year olds</p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things. 	<p>UtW Reception</p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. <p>ELG Understanding the World: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>ELG Understanding the World: The Natural World</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom. • use basic geographical vocabulary to refer to: <p>key physical features, including: cliff, coastline, coast, beach</p> <p>key human features, including: promenade, pier, shops, buildings, houses.</p> <p>Optional vocabulary: castle, volcano, hill, river, building, forest, mountain, lighthouse, farm</p>	<ul style="list-style-type: none"> • 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: <p>key physical features, including: forest, mountain, hill, soil, vegetation, valley.</p> <p>key human features, including: village, town, city, farm, factory.</p>
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Geographical skills and fieldwork			<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the seas studied at this key stage. • 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 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. 	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify 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. •
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