



Farnborough Grange Nursery and Infant School – Curriculum Progression

Geography

Curriculum Expectations

Early Years (Understanding the World)

Birth to three (Development Matters)

- Explore and respond to different natural phenomena in their setting and on trips

3-4 years old (Development Matters)

- Use all their senses in hands-on exploration of natural materials.
- 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.

Reception (Development Matters)

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- 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.

Early Learning Goals – end of Reception

- 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, non-fiction texts and – when appropriate – maps.
- 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

KS1

Locational knowledge

- 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

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
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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.

Progression of Skills and Key Vocabulary

	Nursery	Reception	Year 1	Year 2
Locational Knowledge	<ul style="list-style-type: none"> Can identify some places in their immediate environment e.g. home, nursery, park. 	<ul style="list-style-type: none"> Can talk about some of the features of where they live. 	<ul style="list-style-type: none"> Can name and locate the countries of the United Kingdom. Can name and locate the capital cities of the UK on a map. Can name some different parts of the UK and state that the weather may vary there. Can demonstrate knowledge of their local area. Can discuss some aspects relating to the human and physical geography of their local area. 	<ul style="list-style-type: none"> Can name and locate the world's seven continents. Can name and locate the world's five oceans. Can describe a location outside of Europe using geographical terms, stating similarities and differences. Can locate the equator on a globe or map and explain the differences in weather in countries near to/far from the equator.
	<i>Nursery, school, home, house, park</i>	<i>School, house, park, football ground, road</i>	<i>United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, weather, city, country, town, village, capital, landmark</i>	<i>Asia, Africa, North America, South America, Antarctica, Europe, Australasia/Oceania, Pacific, Atlantic, Indian, Arctic, Antarctic/Southern</i>
Place Knowledge	<ul style="list-style-type: none"> Can make observations about their immediate environment. 	<ul style="list-style-type: none"> Can talk about features of their own environment and begin to consider how different environments may vary. 	<ul style="list-style-type: none"> Can name, describe and compare familiar places in their local area. Can understand some present changes that are happening in the local environment e.g. at school. 	<ul style="list-style-type: none"> Can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.
	<i>Nursery, school, home, park, tree, grass, road</i>	<i>Same, different</i>	<i>Farnborough, same, similar, different</i>	<i>Similarity, difference, non-European, compare, area</i>

Human and physical geography	<ul style="list-style-type: none"> Can use simple vocabulary to talk about the weather. 	<ul style="list-style-type: none"> Can use the local area for exploring both the built and the natural environment. Can express their opinions on natural and built environments. 	<ul style="list-style-type: none"> Can identify seasonal and daily weather patterns in the UK. Can begin to use resources that are given to them, and their own observations, to ask and respond to questions about places and environments. Can begin to use basic geographical vocabulary for physical and human features. 	<ul style="list-style-type: none"> Can compare seasonal and daily weather patterns in the UK and another locality worldwide. Can compare and contrast the features of different geographical places. Can make observations in order to respond to questions about human and physical environments. Can independently use basic geographical vocabulary for physical and human features.
	<i>Hot, cold, wet, snow, rain, sun, weather</i>	<i>school, forest</i>	<i>Weather, season, day, beach, cliff, coast, forest, hill, sea, valley, river, city, town, village, factory, house, office, port, harbour, shop, human, physical</i>	<i>Hill, mountain, sea, ocean, vegetation, soil, city, town, village, farm, compare, similarity, difference</i>
Map skills	<ul style="list-style-type: none"> Can name simple features e.g. trees, ground, wall, grass, road. 	<ul style="list-style-type: none"> Can use some descriptive vocabulary to describe features e.g. long wall. Can use simple directional language e.g. near, far, in front, behind etc. 	<ul style="list-style-type: none"> Can use simple locational and directional language, including simple compass points (N, E, S, W). Can devise a simple map of a known area. Can use world maps, globes and atlases to identify the UK and its countries. Can use locational and directional language e.g. near, far, left, right, up, down, forwards and backwards. 	<ul style="list-style-type: none"> Can use world maps, atlases and globes to identify the UK and contrasting localities. Can use maps, atlases and globes to identify continents and oceans. Can use compass directions (including NE, NW, SE, SW) to describe the location of features and routes on a map. Can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Can devise a simple map and include a key.
	<i>Tree, ground, wall, grass, road, nursery, school, house</i>	<i>Near, next to, far, under, through</i>	<i>Behind, left, right, map, above, below, underneath, close to, compass, North, South, East, West, observe</i>	<i>North, South, East, West, North East, North West, South East, South West, key, data, aerial photo, plan perspective</i>

Geographical fieldwork	<ul style="list-style-type: none"> • Can name simple features e.g. trees, ground, wall, grass, road. 	<ul style="list-style-type: none"> • Can use simple directional language e.g. near, far, in front, behind etc. • Can make observations of immediate surroundings and make comments on what can be seen. 	<ul style="list-style-type: none"> • Can use simple fieldwork and observational skills to study the geographical features of the local environment. • Can work in a group with an adult to ask questions about the school, its grounds and surrounding environment. • Can use photos to locate a familiar place. • Can conduct a simple survey to collect data e.g. weather patterns. • Can use simple digital technology to record what is seen and support observation. 	<ul style="list-style-type: none"> • Can use simple fieldwork and observational skills to study the geography of key human and physical features of an unknown environment. • Collect data using observation and record it in a table. • Can reach a simple conclusion to fieldwork.
	<i>Tree, ground, wall, grass, road, nursery, school, house</i>	<i>Near, next to, far, under, through</i>	<i>Behind, left, right, map, above, below, underneath, close to, compass, North, South, East, West, observe</i>	<i>North, South, East, West, North East, North West, South East, South West, key, data, aerial photo, plan perspective</i>