

# Suffield Park Infant and Nursery School Progression Map for



*Confident, Resilient, Ambitious, Brilliant*

## Geography

Geography Curriculum Intent: Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We promote an environment in which children are open to asking and answering questions about the world, therefore encouraging them to develop a greater understanding and knowledge of their world and their place in it. We help children to see the connection of geography in everyday life and how we are all affected by geography. We believe through the teaching of geography we can engage children in the world around them and develop a sense of wonder and open-mindedness that inspires a curiosity and fascination about the world and its people. We aim to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

| Locational Knowledge and Place Knowledge |  |  |
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| Year Group                               | Knowledge  | Skills   |
| R  | <p><b>Birth to 5: Range 5</b><br/>                     To become more aware of the similarities and differences between themselves and others<br/>                     To identify themselves in relation to social groups and to their peers<br/>                     To know where they live<br/>                     To show care and concern for the environment<br/>                     To begin to understand the effect their behaviour can have on the environment</p> <p><b>Birth to 5: Range 6</b><br/>                     To recognise what a map is.<br/>                     To look closely at similarities, differences, patterns and change.<br/>                     To locate books about the environment and world<br/>                     To use a simple map of setting - garden and classrooms</p> <p><b>Reception Early Learning Goal</b><br/>                     To know what a map is used for.<br/>                     To know that they live in the UK.<br/>                     Know about similarities and differences between different parts of the local community.</p> | <p>Characteristics of effective learning:<br/>                     -Using senses to explore the world around them<br/>                     -Representing their experiences in play using maps, smallworld and roleplay<br/>                     -Showing a deep drive to know more about people and their world<br/>                     -Visualising and imagining options<br/>                     -Finding new ways to do things<br/>                     -Planning, making decisions about<br/>                     -how to approach a task, solve a problem and reach a goal<br/>                     -observe their environment</p> <p>Use play maps and small world equipment.<br/>                     Recognise a map.<br/>                     Recognise a globe<br/>                     Talk and discuss similarities, differences, patterns and change in the environment.</p> <p>Talk about similarities and differences in relation to places, objects, materials and living things.<br/>                     Use play maps and small world equipment.<br/>                     Use maps and Google Earth to look at the UK.<br/>                     Talk about features of the playground and woods and how these are the same and different.<br/>                     Use words that help to express opinions, e.g. 'busy', 'quiet' and 'pollution'.</p> |

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|   | <p><b>Statutory ELG:</b> People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- 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. themselves and others, and among families, communities and traditions.</li> </ul> | <p>Follow simple directions forwards, backwards, over, under, around, through.</p> <p>To make predictions based on observations e.g. I think the town is busy because it has a lot of cars</p> <p>To record findings by, e.g. drawing, writing, making a model or photographing.</p> <p>To create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p> <p>To use appropriate words, e.g. ‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘flat’, and ‘church’, to make distinctions in their observations.</p>   |
| <p><b>Reception Vocabulary</b></p> <p>Same, different, look, plant, animal, natural, job, family, world, local, map, Cromer, woods, listen, look, careful.</p> <p>Town, village, road, path, house, flat, temple, church, beach, busy, quiet, pollution, similarities, differences</p> <p>Map, town, home, city, country, world, similarities, differences, village, road, path, house, church, flat, living, Over, under, around, forwards, backwards, through</p> |   |  |
| 1   | <p>To name the four countries of the United Kingdom.</p> <p>To locate the four countries of the United Kingdom on a map.</p> <p>To name the capital cities of the four countries of the United Kingdom.</p> <p>To locate the capital cities of the four countries of the United Kingdom on a map.</p> <p>To name the four seas surrounding the United Kingdom.</p> <p>To locate the four seas surrounding the United Kingdom on a map.</p> <p>To know that the school is in Cromer.</p> <p>To know where the school is located on the map.</p> <p>To know that Norwich is a city near Cromer.</p>   | <p>To use the internet and books to research the local area.</p> <p>To take photos of interesting things in the local area.</p> <p>To use an atlas and a globe to locate the UK.</p> <p>To use a map/atlas to locate England, Ireland, Scotland, Wales.</p> <p>To use a map/atlas/globe to locate the North sea, English channel, Irish Sea and Atlantic Ocean.</p> <p>To use aerial photos/Google Earth to explore the UK and its capital cities (including Cromer).</p> <p>To discuss similarities and differences between places e.g. Cromer and Norwich.</p> <p>To use geographical language to compare places (e.g. human and physical features).</p> <p>To use a map to locate Cromer and Norwich.</p> <p>To ask questions relating to location.</p> |

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|   | <b>Year 1 Vocabulary</b><br>natural, job, family, world, local, map, atlas, globe, Country, capital city, Ocean, Sea. England, Northern Ireland, Scotland, Wales. London, Edinburgh, Cardiff, Belfast. North Sea, English Channel, Irish Sea, Atlantic Ocean. Near, far, left, right, up, down, directions, map, key, plan  |  |
| 2 | To name the seven continents of the world.<br>To locate the seven continents of the world on a map.<br>To name the five oceans of the world.<br>To locate the five oceans of the world on a map.<br>To know and understand Geographical similarities and differences through studying the human and physical geography of a small areas of the UK and a small area of a contrasting non-European country.<br>To know the geographical location of the school. | To use geographical language to express their own views on a place, people and environment.<br>To draw an outline of simple features they observe in their local environment, Cromer.<br>To label correct features on a drawing they have observed of their local area e.g. either the school or Cromer.<br>To use an atlas and a globe to locate Asia, Australia, Antarctica, South America, North America, Africa and Europe.<br>To use a map/atlas/globe to locate the Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean and Southern Ocean.<br>To use aerial photos/Google Earth to explore small areas of the UK and a contrasting non-European country e.g. Cromer and Tobago.<br>To discuss similarities and differences between places e.g. Cromer and Tobago.<br>To use geographical language to compare places (e.g. human and physical features). E.g. Cromer is on the coast, it has a beach.<br>To ask questions relating to the locations of Cromer and Tobago on a map. |
|   | <b>Year 2 vocabulary</b><br>Ocean, continent, country. Europe, Asia, Australia, Africa, North America, South America, Antarctica Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean, Arctic Ocean North, East, South, West , compass, directions, feature, local area, map key. Cromer, Tobago, sea, beach, coast, similarity, difference, contrasting, comparing.   |  |

| Human and Physical Geography |   |  |
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| Year Group                   | Knowledge   | Skills Vocabulary  |
| R                            | <b>Birth to 5: Range 5</b><br>To remembers and talk about significant events in their own experience<br>To know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family<br>To recognise and describe special times or events for family or friends | Characteristics of effective learning:<br>Using senses to explore the world around them<br>Representing their experiences in play using maps, smallworld and roleplay<br>Showing a deep drive to know more about people and their world<br>Visualising and imagining options<br>Finding new ways to do things<br>Planning, making decisions about how to approach a task, solve a problem and reach a goal |

**Birth to 5: Range 6**

To talk about past and present events in their own life and in the lives of family members

Understand the environment.

Understand there are different types of weather.

Understand there are seasons

Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping (being imaginative & expressive).

May enjoy making simple maps of familiar and imaginative environments, with landmarks (Mathematics)

**Reception Early Learning Goal**

Name the four seasons.

Describe different types of weather and link this to appropriate clothing.

Identify seasonal weather daily patterns in the UK

Know where they live.

Understand that people live in different places.

**Statutory ELG: 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. themselves and others, and among families, communities and traditions.

Shows interest in the lives of people who are familiar to them

Enjoys joining in with family customs and routines

Shows interest in different occupations and ways of life indoors and outdoors

Enjoys joining in with family customs and routines

Knows that other children do not always enjoy the same things, and is sensitive to this

Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

Know about similarities and differences in relation to places, objects, materials and living things.

Talk about features of their own immediate environment.

Talk about how environments might vary from one another e.g. the woods and the beach

To talk about common weather types e.g. rain, sun, snow.

To observe types of weather.

To design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.

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|   | <p><b>Reception Vocabulary</b><br/> Same, different, look, plant, animal, natural, job, family, world, local, map, world, magnifier, living, listen, question. Town, village, road, path, house, flat, temple, church, beach, busy, quiet, pollution. Environment, local, United Kingdom, Season, Summer, Winter, Spring, Autumn, sunny, hot, rainy, windy, cloudy, snow, hail, storm,<br/> Town, village, road, path, house, flat, temple, church, beach, busy, quiet, pollution.</p> |  |
| 1 | <p>To identify seasonal weather patterns in the United Kingdom.<br/> To identify daily weather patterns in the United Kingdom. To know about key human features of Cromer. To know about key physical features of Cromer.</p>  | <p>To ask questions about the weather and the seasons.<br/> To observe and record pictures of the weather throughout the year.<br/> To express opinions about seasons e.g. I like summer because it is so warm that I get to enjoy ice cream.<br/> To relate weather changes to changes in clothing and activities e.g. to know to wear a coat and scarf in winter.<br/> To talk about simple features they observe in their local environment e.g. there is a bus stop near the school.<br/> To follow directions up, down, left, right.<br/> To use simple maps of the local area of Cromer e.g. large scale print, pictorial etc.<br/> To observe and record information about the local area e.g. how many shops are there near the school?<br/> To make simple maps and plans of local area, Cromer.<br/> To use directional language (near, far, left, right) to describe location of features on a map of local area, Cromer.<br/> To use basic geographical vocabulary to refer to key physical features e.g. beach, coast, mountain etc.<br/> To use basic geographical vocabulary to refer to key human features e.g. city, town, village, shop etc.</p> |
|   | <p><b>Year 1 Vocabulary</b><br/> Season, Autumn, Spring, Summer, Winter, weather, hot, rain, sun, hail, snow, storm, wind, gust, cloud<br/> Near, far, left, right, up, down, directions, map, key, atlas, globe, world, physical features, human features, continent<br/> City, town, village, factory, farm,. Beach, cliff, coast, forest, hill, mountain, sea, river, season, weather.</p>  |  |
| 2 | <p>To locate the equator.<br/><br/> To locate the North and South Poles.<br/><br/> To identify weather patterns of hot and cold areas of the world in relation to the equator.</p>   | <p>To use maps, atlases and globes to locate the equator.<br/> To use maps, atlases and globes to locate the North and South poles.<br/> To use maps, atlases and globes to identify the coldest places in the world and make predictions about where the hottest places are.<br/> To discuss the similarities and differences of the North and South Pole.<br/> To observe and record pictures of the weather throughout the year.<br/> To express opinions about seasons.</p>  |

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|   | <p>To know about the school and its relation to the local area.</p> | <p>To relate weather changes to changes in clothing and activities.<br/>         To use simple compass directions North, South, East, West.<br/>         To use Google Maps and aerial view photographs to view the location of the school.<br/>         To locate key physical features of Cromer and local school area on a map.<br/>         To locate key human features of Cromer and local school area on a map.<br/>         To observe and record the features around the school e.g. different types of plants.<br/>         To communicate these findings in different ways e.g. picture, graph, report, sketch.<br/>         To describe the location and features of routes from the school into Cromer on a map.<br/>         To follow directions left, right, North, East, South, West.<br/>         To devise a simple map of the school grounds or local area of Cromer.<br/>         To create a key for a simple map of the school grounds or local area of Cromer.<br/>         To use basic geographical vocabulary to refer to key physical features e.g. valley, vegetation<br/>         To use basic geographical vocabulary to refer to key human features e.g. office, port, harbour etc.</p> |
| <p><b>Year 2 Vocabulary</b><br/>         Equator, climate, South Pole, North pole<br/>         Near, far, left, right, up, down, North, East, South, West, compass, directions, feature, local area, map, key, atlas, globe, physical features, human features.<br/>         City, town, village, factory, farm, house, office, port, harbour. Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</p> |   |   |