

Suffield Park Infant and Nursery School Progression Map for Geography



Confident, Resilient, Ambitious, Brilliant

Geography Curriculum Intent:

Intent

Geography helps our children make sense of the environments around them and their place in our wonderful and diverse world.

Enquiry is at the heart of our Geography curriculum. We aim that our children become effective at asking geographical questions before carrying out research, gathering evidence and reflecting upon what they have discovered. Through this we aim for our children to become independently thinking and critical Geographers as they explore the world around them.

We wish to provide our children with the language skills and geographical vocabulary to communicate confidently about the human and physical landscapes that they are exploring.

We aim for our children to become confident in using fieldwork to gain a greater knowledge and understanding of the local area and how their own and others actions may impact the shaping of their local environment. We intend that the children explore our outside spaces and amazing coastal location to support their knowledge and understanding of their immediate world, and how they are connected to the local area of Cromer and its community.

We intend that our children collaborate while they are learning, so begin to form an understanding that the way in which we, and others feel and think about our environment can alter the way in which our spaces are shaped and changed.

We encourage all our children to look for and make connections between all their geographical learning experiences; and whenever possible other curriculum areas. Using their learning and experiences we want them to gain an understanding of the links and related effects between physical and human processes and activities.

At Suffield Park, our intention is to inspire a life-long fascination and curiosity about the diverse world we live in and the people within it. We want to develop and encourage our children into becoming confident, resilient and ambitious citizens reflected in their attitudes and actions in caring for our amazing world.

Locational and Place Knowledge		
Year Group	Knowledge	Skills
R	<p>Birth to 5: Range 5</p> <ul style="list-style-type: none"> ●To become more aware of the similarities and differences between themselves and others in terms of where and how they live. ●To know where they live ●To show care and concern for the environment ●To begin to understand the effect their behaviour may have on the environment <p>Birth to 5: Range 6</p> <ul style="list-style-type: none"> ●To recognise what a map is. ●To look closely at similarities, differences, patterns and change. ●To locate books about the environment and world ●To use a simple map of setting - garden and classrooms <p>Reception Early Learning Goal</p> <ul style="list-style-type: none"> ●To know what a map is used for. ●To know that they live in Cromer. ●To begin to understand that Cromer is in the UK. <p>●To know about similarities and differences between different parts of the local area.</p> <p>Statutory ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ▢ 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. 	<ul style="list-style-type: none"> ●Use play maps and small world equipment. ●Recognise a map. ●Recognise a globe ●Talk and discuss similarities, differences, patterns and change in the environment. ●Talk about similarities and differences in relation to places, objects, materials and living things. ●Explore, use and talk about play maps and small world equipment. ●Use maps and Google Earth to look at the UK. ●To recognise features within their local environment ●Talk about features of the playground and woods and communicate how these may be the same and different. ●Use words that help to express opinion about spaces and environments, e.g. 'busy', 'quiet' and 'noisy,' ●To make predictions about places based on observations for example, I think the town is busy because it has a lot of cars ●To record and communicate findings in different ways for example drawing, writing, making a model or photographing. ●Follow simple directions forwards, backwards, over, under, around, through. ●To make predictions about places based on observations for example, I think the town is busy because it has a lot of cars ●To create simple maps and plans, through painting, drawings and models of observations of known and imaginary landscapes. ●To use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', and 'church', 'beach,' 'pier,' 'sea,' 'lighthouse,' 'busy,' quiet,' to make distinctions in their observations.
	<p>Reception Vocabulary</p> <p><i>same, different, plant, animal, natural, job, family, world, local, map, Cromer, woods,, Norwich, beach, lighthouse, pier, sea, Cromer, house, flat, road, path, town, village, city, Church, shop, World, United Kingdom, map, quiet, busy</i></p> <p><i>Town, village, road, path, house, flat, temple, church, beach, busy, quiet, pollution, similarities, differences</i></p> <p><i>Map, town, home, city, country, world, similarities, differences, village, road, path, house, church, flat, living, over, under, around, forwards, backwards, through</i></p>	

1	<ul style="list-style-type: none"> ▶ To name the four countries of the United Kingdom. ▶ To locate the four countries of the United Kingdom on a map. ▶ To name the capital cities of the four countries of the United Kingdom. ▶ To locate the capital cities of the four countries of the United Kingdom on a map. ▶ To name the four seas surrounding the United Kingdom. ▶ To locate the four seas surrounding the United Kingdom on a map. ▶ To know that the school is in Cromer. ▶ To know where the school is located on the map. ▶ To know that Norwich is a city near Cromer. 	<ul style="list-style-type: none"> ● To use the internet and books to research the local area. ● To take photos of interesting things in the local area. ● To use an atlas and a globe to locate the UK. ● To use a map/atlas to locate England, Ireland, Scotland, Wales. ● To use a map/atlas/globe to locate the North sea, English channel, Irish Sea and Atlantic Ocean. ● To use aerial photos/Google Earth to explore the UK and its capital cities (including Cromer). ● To discuss similarities and differences between places e.g. Cromer and Norwich. ● To use geographical language to compare places (e.g. human and physical features). ● To use a map to locate Cromer and Norwich. ● To ask questions relating to location.
Year 1 Vocabulary <i>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</i>		
2	<ul style="list-style-type: none"> ▶ To name the seven continents of the world. ▶ To locate the seven continents of the world on a map. ▶ To name the five oceans of the world. ▶ To locate the five oceans of the world on a map. ▶ To know and understand Geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country. ▶ To know the geographical location of the school. 	<ul style="list-style-type: none"> ● To use geographical language to express their own views on a place, people and environment. ● To draw an outline of simple features they observe in their local environment, Cromer. ● To label correct features on a drawing they have observed of their local area e.g. either the school or Cromer. ● To use an atlas and a globe to locate Asia, Australia, Antarctica, South America, North America, Africa and Europe. ● To use a map/atlas/globe to locate the Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean and Southern Ocean. ● To use aerial photos/Google Earth to explore small areas of the UK and a contrasting non-European country e.g. Cromer and Tobago. ● To discuss similarities and differences between places e.g. Cromer and Tobago. ● To use geographical language to compare places (e.g. human and physical features). E.g. Cromer is on the coast, it has a beach. ● To ask questions relating to the locations of Cromer and Tobago on a map.
Year 2 vocabulary <i>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.</i>		

Human and Physical Geography		
Year Group	Knowledge	Skills
R	<p>Birth to 5: Range 5</p> <ul style="list-style-type: none"> ●To know and talk about some of the similarities and differences in relation to friends or family ●To recognise and describe special times or events for family or friends <p>Birth to 5: Range 6</p> <ul style="list-style-type: none"> ●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) <p>Reception Early Learning Goal</p> <ul style="list-style-type: none"> ▶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. <p>Statutory ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ▶Describe their immediate environment drawing upon knowledge from observation, discussion, stories, non-fiction texts and maps; ▶Know some similarities and differences between different cultural communities in this country, drawing upon their experiences and what has been read about and explored in class; ▶Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from pictures, stories, non-fiction texts and when appropriate maps. 	<ul style="list-style-type: none"> ●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. <p>Talk about how environments might vary from one another e.g. the woods and the beach</p> <ul style="list-style-type: none"> ●To talk about common weather types e.g. rain, sun, snow. ●To observe and talk about different types of weather. ●To design and help create practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.
	<p>Reception Vocabulary</p> <p><i>same, different, look, plant, animal, natural, job, family, world, local, map, world, magnifier, living, town, village, road, path, house, flat, temple, church, beach, busy, quiet, Environment, pollution, recycle, local, United Kingdom, Season, Summer, Winter, Spring, Autumn, sunny, hot, rainy, windy, cloudy, snow, hail, storm, Antarctica, cold, ice, mountains, icebergs, ocean</i></p>	

Human and Physical Geography		
Year Group	Knowledge	Skills
1	<p>▶ To identify seasonal weather patterns in the United Kingdom.</p> <p>▶ To identify daily weather patterns in the United Kingdom.</p> <p>▶ To know about key human features of Cromer.</p> <p>▶ To know about key physical features of Cromer.</p>	<ul style="list-style-type: none"> ● To ask questions about the weather and the seasons. ● To observe and record pictures of the weather throughout the year. ● To express opinions about seasons e.g. I like summer because it is so warm that I get to enjoy ice cream. ● To relate weather changes to changes in clothing and activities e.g. to know to wear a coat and scarf in winter. ● To talk about simple features they observe in their local environment e.g. there is a bus stop near the school. ● To follow directions up, down, left, right, forwards and backwards. ● To use simple maps of the local area of Cromer e.g. large scale print, pictorial etc. ● To observe and record information about the local area e.g. how many shops are there near the school? ● To make simple maps and plans of our local area, Cromer. ● To use directional language (near, far, left, right) to describe location of features on a map of our local area, Cromer. ● To use basic geographical vocabulary to refer to key physical features e.g. beach, coast, mountain etc. ● To use basic geographical vocabulary to refer to key human features e.g. city, town, village, shop etc.
	<p>Year 1 Vocabulary</p> <p><i>Season, Autumn, Spring, Summer, Winter, weather, hot, rain, sun, hail, snow, storm, wind, gust, cloud</i></p> <p><i>Near, far, left, right, up, down, directions, map, key, atlas, globe, world, physical features, human features, continent</i></p> <p><i>City, town, village, factory, farm,. Beach, cliff, coast, forest, hill, mountain, sea, river, season, weather.</i></p>	

Human and Physical Geography		
Year Group	Knowledge	Skills
2	<p>▶ To locate the equator.</p> <p>▶ To locate the North and South Poles.</p> <p>▶ To identify weather patterns of hot and cold areas of the world and relate them to the position of the Equator.</p> <p>▶ To know about the school and its relation to the local area.</p>	<ul style="list-style-type: none"> ● To use maps, atlases and globes to locate the equator. ● To use maps, atlases and globes to locate the North and South poles. ● To use maps, atlases and globes to identify the coldest places in the world and make predictions about where the hottest places are. ● To discuss the similarities and differences of the North and South Pole. ● To observe and record pictures of the weather throughout the year. ● To express opinions about seasons. ● To relate weather changes to changes in clothing and activities. ● To use simple compass directions North, South, East, West. ● To use Google Maps and aerial view photographs to view the location of the school. ● To locate key physical features of Cromer and our local school area on a map. ● To locate key human features of Cromer and our local school area on a map. ● To observe and record the features around the school e.g. different types of plants. ● To communicate these findings in different ways e.g. picture, graph, report, sketch. ● To describe the location and features of routes from the school into Cromer on a map. ● To follow directions left, right, North, East, South, West. ● To devise a simple map of the school grounds or local area of Cromer. ● To create a key for a simple map of the school grounds or local area of Cromer. ● To use basic geographical vocabulary to refer to key physical features e.g. valley, vegetation ● To use basic geographical vocabulary to refer to key human features e.g. office, port, harbour etc.
	<p>Year 2 Vocabulary Equator, climate, South Pole, North pole Near, far, left, right, up, down, North, East, South, West, compass, directions, feature, local area, map, key, atlas, globe, physical features, human features. City, town, village, factory, farm, supermarket, train and bus station, office, port, harbour. Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</p>	

Geographical Fieldwork Skills		
Year Group	Knowledge	Skills
R	<p>Birth to 5: Range 5</p> <ul style="list-style-type: none"> ●To know and talk about some of the similarities and differences in relation to friends or family and where they live <p>Birth to 5: Range 6</p> <ul style="list-style-type: none"> ●To look at similarities and differences in the relation to places and their local environment. ●To make observations of their local environment and communicate this to others. ●To begin to notice changes in the environment and talk about why these may happen. ●To understand there are different types of weather. ●To understand there are seasons <p><u>Statutory ELG:</u> People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> ▶ Describe their immediate environment drawing upon knowledge from observation, discussion, stories, non-fiction texts and maps; ▶ Know some similarities and differences between different cultural communities in this country, drawing upon their experiences and what has been read about and explored in class; ▶ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from pictures, stories, non-fiction texts and when appropriate maps. 	<ul style="list-style-type: none"> ●To recognise some of the features of the environment in which they live in, e.g. beach, sea, town, shops, hill and lighthouse. ●To understand that we can change the environment that we live in. ●To notice, observe and communicate Seasonal change in the environment ●To name the four Seasons and link them with their observations ●To notice, observe and communicate how we might respond to Seasonal Change and Weather e.g. clothing and activities. ●To notice, observe and communicate the Weather <ul style="list-style-type: none"> ●To communicate about similarities and differences that the children notice about places they know or have visited ●To communicate what they notice and observe about their local environment using key vocabulary such as beach, sea, town, shops with understanding. ●To recognise and talk about where they live and features they may notice about their home and local area. ●To make and create simple representations of familiar and imaginative places using maps, drawing, constructions and role play <ul style="list-style-type: none"> ●To recognise and communicate that people live in different places and in different homes. ●To use key words to describe their home and what they notice around or near it. ●To communicate what they notice and observe about the ways that other people live. ●To begin to understand that places can be near or far. <p>‘Communicate ’can mean in a variety of ways that the children feel confident using, including: Verbalising, constructing, drawing, painting and role play/acting.</p>
<p>Reception Vocabulary: forwards, backwards, under, over, beside, next to, plan, map, direction, position, journey, UK, collect, world, country, people, observe</p>		

Geographical Fieldwork Skills		
Year Group	Knowledge	Skills
1	<ul style="list-style-type: none">▶To use maps and globes to locate the places they are learning about.▶To draw simple sketch maps of the local area and school.▶To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<ul style="list-style-type: none">●To use maps and atlases and show the places they are learning about including Cromer.●To draw sketch maps to show human features in a place.●To draw sketch maps to show physical features in a place.●To make observations of human activity in an area e.g. how many cars are travelling on the road.●To use simple tables to record physical and human features.●To use simple graphs to record information they have collected.●To use digital photographs to record observations that have been made.
	Year 1 Vocabulary direction, forward, backward, left, right, plan, record, observe, aerial view, key, map, symbols, direction, position, journey, UK, changes, tally chart, pictogram, world map, country, human, physical	
2	<ul style="list-style-type: none">▶To use maps, atlases and globes to locate the places they are learning about.▶To draw simple sketch maps of the local area and school using simple symbols and keys.▶To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<ul style="list-style-type: none">●To use maps and atlases and show the places they are learning about including Cromer.●To draw sketch maps to show human features in a place.●To draw sketch maps to show physical features in a place.●To make observations of human activity in an area e.g. how many cars are travelling on the road.●To use simple tables to record physical and human features.●To use simple graphs to record information they have collected.●To use digital photographs to record observations that have been made.
	Year 2 Vocabulary compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, UK, changes, tally chart, pictogram, world map, country, continent, human, physical	