



Geography: Progression from Nursery to Year 2

Development Matters 2020	Nursery (Class 1)	<u>Mathematics</u> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route and discuss routes and locations, using words like ‘in front of’ and ‘behind’. <u>Understanding the World</u> • 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 (Classes 2-4)	<u>Understanding the World</u> <u>People, Culture and Communities</u> • Recognise some similarities and differences between life in this country and life in other countries. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain similarities & differences between life in this country and other countries, using stories, non-fiction texts and (when appropriate) maps. <u>The Natural World</u> • Draw information from a simple map. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. • Know similarities & differences between natural world & contrasting environments, drawing on experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.
National Curriculum	Key Stage 1 (Classes 5-10)	Pupils should be taught: <u>Locational knowledge</u> • 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 <u>Place knowledge</u> • 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 <u>Human and physical geography</u> • 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, eg. 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 <u>Geographical skills and fieldwork</u> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as some countries, continents and oceans • 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.

Area	Year Group	Substantive knowledge (facts) Key vocabulary is in bold	Disciplinary knowledge (skills)
Locational Knowledge	Nursery	- Beginning to understand the concept of the world - Know that there are lots of places in the world and Market Weighton is one of them	
	Reception	- Know the location of our school (Princess Road in Market Weighton) - Some places are close to Market Weighton (e.g our homes). Some places are far away (e.g. holiday destinations)	Start to develop spatial and locational awareness of their position within the world and in relation to other places
	Year 1	- Name and locate significant places in Market Weighton - Name and locate on a map the four countries and capital cities of the United Kingdom and its surrounding seas - United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, English Channel, Irish Sea, Atlantic Ocean	Start to develop a sense of scale – that Market Weighton is one town within England which is in turn within the UK and the world
	Year 2	- Use a globe to name and locate the world's seven continents and five oceans North America, South America, Africa, Antarctica, Australia, Europe, Asia, Pacific Ocean, Arctic Ocean, Indian Ocean, Atlantic Ocean, Southern Ocean - Use a globe to identify hot and cold places in relation to the equator and the North/South Poles	
Place Knowledge	Nursery	- Know the name of the town or village where they live (Market Weighton. Sancton, Goodmanham etc) - Know that there are different countries in the world and can talk about the differences that they have experienced or seen in photos - Know that when they go on holiday or on journeys, they visit different places	
	Reception	- Market Weighton (and / or surrounding villages) - Know that our school is in the town of Market Weighton - Become familiar with the immediate environment around our school – road, street, field, playground, buildings, houses, church, fire station, trees - Recognise some similarities and differences between life in this country and life in other countries e.g. Chinese New Year celebrations, holiday destinations	

	Year 1	- Describe features of their local environment (school) and wider locality (Market Weighton) - Understand some key characteristics of the UK - Compare the UK with a contrasting non-European country – weather, similarities, differences, compare, capital city, country, wet, dry, temperature	
	Year 2	- Identify characteristics of the four countries and capital cities of the UK and its surrounding seas - Through a week-long 'virtual visit' to a non-European country, children learn about many aspects of life in that country, from sampling food, checking the local weather to looking at features of the landscape and architecture. This leads to children being able to... - Understand similarities and differences in the human and physical features of Market Weighton compared with a small region in a contrasting non-European country - On a visit to the seaside, children identify at first-hand the human and physical features of a coastal area of the UK	Make observations about key human and physical features that give places their character e.g. a city or rural landscape
	Nursery	- Play with small world models such as farm, garage, train track, town, zoo, beach - Explore how small world layouts look from above and from the side - Observe, talk about and experience the daily weather. Hot, cold, sun, rain, snow - Talk about the seasons. Spring, Summer, Autumn, Winter	
	Reception	- Notice, experience and record the weather. Sunshine, rain, snow, wind, warm, cold, wet - Go on seasonal walks around the school grounds to understand the effect of changing seasons on their immediate environment. Spring, Summer, Autumn, Winter, season - Use aerial photographs of the school grounds to comment on simple features such as buildings, fields, roads, paths, playground - Recognise some environments that are different to the one in which they live. Town, city, village, countryside - Recognise that there are contrasting environments in the world, e.g. by finding out about animals from cold polar regions and animals from hot regions such as Africa	
Human and Physical Geography	Year 1	Recognise key physical and human features on images and simple maps Physical: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river Human: city, town, village, factory, farm, house	Through identifying similarities and differences in the weather patterns they have observed each season, children can

		• Map, symbols, aerial photograph • Make observations of local daily and seasonal weather patterns using basic geographical vocabulary and symbols: seasons, spring, summer, autumn, winter, sunny, rain, snow, cloudy, stormy, windy, foggy. For example, keeping a weather diary for a week each term, present the weather forecast	draw their own conclusions about typical weather for a specific season
	Year 2	• Interpret images, aerial photographs and maps to identify and explain key physical and human features (expanded vocabulary) • Year 1 vocabulary plus Physical: soil, valley, vegetation; Human: office, port, harbour, shop	
Geographical skills: Enquiry and investigation	Nursery	• Show curiosity about new outdoor experiences and different countries.	
	Reception	Start to ask their own questions as they explore the world through first-hand observation and secondary sources.	
	Year 1	• Express their views on some features of their local environment, e.g. what they do or do not like.	
	Year 2	• Express views about the environment and can recognise how people sometimes affect the environment – see PSHE curriculum	Ask and answer simple geographical questions about different places and environments which show understanding of the interdependencies between human and physical geography. E.g. Are all capital cities built next to a major river? Why?
Geographical skills: Fieldwork	Nursery	• Use all their senses to explore and respond to different materials • Begin to understand the need to respect and care for the natural environment and all living things	
	Reception	• Explore and record the natural world around them	
	Year 1	• Name and describe physical and human features in the school and local environment	
	Year 2	• Use fieldwork and observational skills to study the human and physical geography of a coastal area of the UK	
Geographical skills: Sources and information	Nursery	• Find out about different places through stories, visits, pictures, films and small world toys	

	Reception	Explore the wider world, changing seasons and contrasting environments through images, video clips, shared texts and first-hand experience	
	Year 1	- Use a range of sources such as stories, information books, simple maps, globes, atlases, images - Obtain information first-hand through exploring the school grounds and Market Weighton	
	Year 2	- Use a wider range of sources such as non-fiction books, stories, maps, globes, atlases, internet, aerial photos and GIS (e.g. Google Maps) to identify features and places as well as to follow routes - Undertake fieldwork observations to gain first-hand knowledge of the local area and Bridlington	

Geographical skills: Communication	Nursery	- Children talk about what they see - Use positional and directional vocabulary (see Map skills)	
	Reception	- Children describe and comment on what they can see - Understand positional and directional vocabulary (see Map skills) - Children communicate understanding through conversation and play	
	Year 1	- Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc - Draw, speak or write about simple geographical concepts such as what they can see where - Use some basic geographical vocabulary (see Map skills, place knowledge, human and physical geography)	
	Year 2	- Express views about the environment and can recognise how people sometimes affect the environment - Use geographical vocabulary fluently to talk about key human and physical features and interdependencies between human and physical geography and processes	
Geographical skills: Maps	Nursery	- Understand simple positional and directional instructions through words alone (no pointing) Forwards, backwards, next to, in front, behind - Describe a familiar route from real life or stories	
	Reception	- Understand positional and directional instructions (increased vocabulary) Forwards, backwards, next to, in between, opposite, behind, in front - Look at maps in play and stories - Take information from a simple map	

	Year 1	- Follow directional instructions Up/down, left/right, forwards/backwards - Draw around objects to make a plan (e.g. of the playground or classroom) - Follow rope and arrow trails - Create simple treasure maps using basic symbols in a key - Use directional language to describe features/routes on the maps - Use a simple map to navigate around school Map, symbol, plan	Children create their own maps and plans, making decisions about the key features to be included
	Year 2	- Use compass directions in the real world and on maps North, South, East, West - Navigate a route using a map with a key - Look down on objects to make a plan view map - Draw a map of a real or imaginary place - Devise a simple key - Locate major features on UK map - Use maps, atlases, globes, aerial photos and GIS (e.g. Google Maps) to locate and name countries, continents and oceans	Use the information on maps/ globes/ aerial images/GIS about climate, environment, physical and human geography to increase their knowledge of the world and to explain the interdependencies between human and physical geography