

Haydon Wick Geography Progression  
EYFS

<p>Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension</p>	
<p>Understanding the World</p> <p>Make sense of their physical world and their community.</p> <p>Personal experiences to increases their knowledge and sense of the world around them: visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li><li>- 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;</li><li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li></ul>	
Children who did not achieve the objectives	
Children who exceeded the objectives	

## Haydon Wick Geography Progression

	<b>EYFS / KS1</b>		
	Rec	Year 1	Year 2 Year 2/3
Cycle A	<p>TBC (Term 1)</p> <p>TBC (Term 2)</p> <p>Belonging (Term 3)</p> <p>Curiosity (Term 4)</p> <p>Courage (Term 5)</p> <p>Responsibility (Term 6)</p>	<p>TBC (Term 1)</p> <p>TBC (Term 2)</p> <p>Belonging (Term 3)</p> <p>Curiosity (Term 4)</p> <p>Courage (Term 5)</p> <p>Responsibility (Term 6)</p>	<p>Colours of the world (Term 2) <i>maps/ compass / oceans / continents</i></p> <p>Make a difference (Term 3) - <i>Lydiard park</i></p> <p>Amazing Africa (Term 5)</p> <p>The World came to our school today (Term 6)</p>
Cycle B	<p>Imagination - The UK (Term 2)</p> <p>Freedom - Explorers and Polar Region (Term 3)</p> <p>Care (Term 4)</p> <p>Resilience (Term 5)</p>	<p>Imagination - The UK (Term 2)</p> <p>Freedom - Explorers and Polar Region (Term 3)</p> <p>Care (Term 4)</p> <p>Resilience (Term 5)</p>	<p>What a wonderful world! (Term 1)</p> <p>Near and far! (Term 2)</p> <p>Incredible India (Term 5)</p> <p>India - Chembakolli</p> <p>(Awesome Authors) (Term 6)</p>
Locational Knowledge	<ul style="list-style-type: none"> <li>-To name the school and area that they live in.</li> <li>-To Introduce the names of continents.</li> <li>-Locate Europe on a world map.</li> <li>-To know the name of the country that they live in.</li> </ul>	<ul style="list-style-type: none"> <li>-To name the four countries in the United Kingdom and locate them on a map.</li> <li>-To name the capital cities of England, Wales, Scotland and Ireland and identify characteristics of those cities. London.</li> </ul>	<ul style="list-style-type: none"> <li>-To name some of the main towns and cities in the United Kingdom.</li> <li>-To name the world oceans and locate them on a map.</li> <li>-To name and locate the seas surrounding the United Kingdom.</li> <li>-To name the continents of the world and locate them on a map.</li> </ul>
Place Knowledge	<ul style="list-style-type: none"> <li>- To explain some similarities and differences between life in this country and life in other countries.</li> <li>-To learn about places in the world that contrast with places they know well.</li> <li>- To use relevant, specific vocabulary to describe contrasting places.</li> <li>-To know about a range of contrasting environments within both their local</li> </ul>	<p>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>	<p>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 concentrating on islands and sea sides</p>

### Haydon Wick Geography Progression

<p>Human &amp; Physical Geography</p>	<ul style="list-style-type: none"> <li>-To describe their immediate environment using knowledge from observation, discussion and stories.</li> <li>-To describe seasonal and daily weather changes.</li> <li>-To know the vocabulary needed to name specific features of the natural world, both natural and man-made.</li> </ul>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: forest, hill, mountain, soil, valley, vegetation.</p> <p>key human features, including: city, town, village, factory, farm, house, office.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: forest, hill, mountain, soil, valley, vegetation.</p> <p>key human features, including: city, town, village, factory, farm, house, office.</p>
<p>Geographical Skills &amp; Field work</p>	<ul style="list-style-type: none"> <li>-To make simple maps.</li> <li>-To draw information from a simple map.</li> <li>-To use a globe to identify continents and England.</li> <li>-To ask simple geographical questions.</li> <li>- Use simple observational skills to explore the school grounds.</li> </ul>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple fieldwork and observational skills to study the geography of their school.</p>	<p>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 stage.</p> <p>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.</p> <p>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..</p> <p>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.</p>
<p>EXTRA</p> <p>Local fieldwork examples</p>		<p>Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.</p> <p>Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey.</p> <p>Study / create aerial photographs of the school and label it with key features e.g. school, church, park, shops.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p> <p>Make a simple map.</p>	<p>Observe and record the features around the school e.g. the different types of plants, the animals seen in the park compared to the animals seen on the road, the different amounts of traffic on the The Brow compared to The Street road</p> <p>Children to make suggestions for the cause of the differences.</p> <p>Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures</p> <p>To use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.</p>

## Haydon Wick Geography Progression