

GEOGRAPHY PROGRESSION MAP - EYFS/KS1			
EYFS AREA OF LEARNING		Y1	Y2
UNDERSTANDING THE WORLD People, Culture and Communities <ul style="list-style-type: none"> 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 different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	TOPIC	High Green Boggarts	Chocolate
	VISIT	Moorland Discovery Centre	Cadbury's World
	INS PERSON	Shackleton (Polar Expedition)	Christopher Columbus
	END POINTS	By the end of this topic I will have learnt; <ul style="list-style-type: none"> ✓ About different maps and compass directions; North, South, East, West ✓ About different types of weather through the seasons. ✓ How to make a simple plan, beginning with my school and the local area. ✓ About the famous explorer Captain James Cook. 	By the end of this topic I will have learnt; <ul style="list-style-type: none"> ✓ About the United Kingdom and the main regions of the world. ✓ About different features of the local area, compared to a different place in the world. (Ghana) ✓ About different features on a map. ✓ About the Equator and the tropics. ✓ About the oceans and continents of the world. ✓ About the famous explorer Christopher Columbus.
	KEY VOCAB	Maps, compass, plans, diagrams, labels, suburb, local, country, seasons, village, town, city	Continents, atlas, oceans, capital cities environment, import, world, coast tropics, North Pole/ South Pole, tally chart, country, globe, fieldwork, Equator, Non-European
EYFS FOUNDATIONAL KNOWLEDGE <u>AUTUMN TERM</u> <i>All About me – local area, maps, the school.</i> <i>Diwali – India – map work, similarities, differences.</i> <i>Christmas Around the World – China, Sweden, America</i> <u>SPRING TERM</u> <i>Winter - Polar animals display – maps, atlases. Andy's Adventures.</i>	KEY FACTS	<ul style="list-style-type: none"> The sun rises in the east. The first compass was invented in China. The sun sets in the west. High Green is a suburb of Sheffield Sheffield is a city. There are four seasons: Autumn, Winter, Spring, Summer. The first compass was invented over 2000 years ago. A town is smaller than a city but larger than a village. The United Kingdom is made up of four countries: England, Scotland, Wales, and Northern Ireland. 	<ul style="list-style-type: none"> Africa is the second largest continent in the world., The Pacific Ocean is the largest and deepest of all oceans. There are 7 continents in the world. The Equator is an imaginary line around the Earth. Cocoa is the main cash crop of Ghana. Christopher Columbus was the first European to come into contact with cocoa. Ghana is in the continent of Africa. The UK is in the continent of Europe. There are five oceans in the world.

<p>Woodland- map work –what is in our woodland and where. Senses- what can the children see, hear and feel whilst in the woodland. Similarities and differences between the natural world and contrasting environments. Changes in the woodland during the different seasons.</p> <p>Chinese New Year – China –map work, similarities and differences.</p> <p>SUMMER TERM</p> <p>Summer – summer display, compare our field, woodland, playground to other seasons how have they changed? Sketching – plants (exploring the natural world) Map work.</p> <p>Rainforest – map work, natural world comparisons similarities and differences</p> <p>Under the Sea- map work (seaside towns/abroad). Lighthouse Keepers lunch story. Andy’s adventures- sea creatures.</p>	STATUTORY COVERAGE		<p>Locational knowledge</p> <p>§ name and locate the world’s seven continents and five oceans</p> <p>§ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge</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</p> <p>Human and physical geography</p> <p>§ 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 Poles¹</p> <p>Use basic geographical vocabulary to refer to:</p> <p>§ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use basic geographical vocabulary to refer to:</p> <p>§ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</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 key 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 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>§ 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>§ 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>
			KEY SKILLS
	STUDY & FIELD WORK	<ul style="list-style-type: none">• Can record what they have seen, in simple ways, including pictures and diagrams with labels• Can collect simple statistics – longest, shortest, highest• Can fill in and use a class weather chart• Can discuss changes in weather and seasons	<ul style="list-style-type: none">• Asks simple geographical questions• Can make detailed sketches whilst on field work and/or draw labelled diagrams• Uses tally charts and simple tables to collect information
MAPS	<ul style="list-style-type: none">• Can use simple maps and plans and is beginning to use concepts of NSEW. (Block maps)• Can make simple plans and talk about them• Can mark the location of the school on a simple local map• Can identify where they have been on holiday, using a map	<ul style="list-style-type: none">• Can draw simple maps and plans, sometimes with keys• Can plan of the classroom• Can mark some locations on a map of UK – our town, our school visit, my holiday	

		KNOWLEDGE & UNDERSTANDING	<ul style="list-style-type: none"> • Can describe places using their characteristics and simple vocabulary – e.g. house, street, wood • Can make lists of places with similar characteristics – e.g. the seaside, towns • Can describe different types of buildings • Understands the concept of close and far away 	<ul style="list-style-type: none"> • Recognises characteristic physical and human features of places - built up, noisy, busy and uses vocabulary of size to describe these areas - town, city. • Can identify parts of some physical features – e.g. coast • Understands similarities and differences in places • Can express views about local area and environment and suggest ways of improving it.
ADDITIONAL COMMENTS			Links to Music – Boggart Ball	Links to Music – African Drumming