



Sitwell Infant School

Progression in Geography

Locational and Place Knowledge			Vocabulary
	Breadth of Study	Skills	
Foundation Stage children should...	- Ask questions about what they have seen around them and about aspects of their familiar world such as the place where they live or the natural world. - Understand that a world map shows both land and sea areas by using the colours blue and green. - Understand that the purpose of a map is to find out where countries and oceans are across world. - Say what country I live in. - Discuss where my family may live around the world.	- Ask geographical questions about what they have seen around them. - Use maps and globes to start discussions about what they can see and notice on a map.	Map, atlas, globe, sea, land, green, blue, England, country, world
Year 1 children should...	- Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'. - Understand that a world map shows all the countries in the world. Identify the UK, what countries form the UK and the countries where members of the class come from. - Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.	- Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. That the world is not flat!!! - Locate the continents on a paper map. - Use simple compass directions (North, South, East and West) to describe the location of features on a map. - Locate other countries apart from the UK on a map. - Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? - Express own views about a place, people and environment. - Draw and label pictures to show how places are different.	Map, atlas, north, east, south, west, human, physical, continent, ocean, UK, England, Scotland, Northern Ireland, Wales, Africa, Asia, North America, South America, Antarctica, Australasia, Europe, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, flag

Year 2 children should...	• Name and locate the 7 continents and 5 oceans of the world and describe where about on the map you would find these. • Name, locate and identify the characteristics of the 4 countries and capital cities of the UK. • Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (a different location to the one studied in year 1).	• Use maps and globes to locate the UK. • Be able to identify the 4 countries and label the capital cities. • Explain the purpose of a capital city. • Study pictures/videos of two differing localities, one in the UK and one in a contrasting European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? • Study pictures of the localities in the past and in the present and ask 'How has it changed?' • Draw pictures to show how places are different and write comparatively to show the difference. • Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.	As above for Year 1 and additionally: London, Edinburgh, Cardiff, Belfast, landmarks, city, town, countryside, industrial
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Human and Physical Geography			Vocabulary
	Breath of Study	Skills	
Foundation Stage children Should...	- Ask questions about what they have seen around them and about aspects of their familiar world such as the place where they live or the natural world. - Talk about the features of their own immediate environment and how environments might vary from one another such as towns, villages, shops, roads.	- Look at pictures of their environment and locality and discuss what is there. - Look at pictures of a different area within Rotherham and how it is different.	Town, village, road, path, shop, house, flat, church, temple, synagogue
Year 1 children should...	- Begin to understand that a physical feature is something that occurs naturally such as a forest/ mountain. - Begin to understand that a human feature is something in an area that is man-made such as a road/ shop. - Identify what a human and physical feature is of our local area. - Identify and compare the human and physical features of the two localities studied. - Identify seasonal and daily weather patterns in the UK.	- Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season and weather. - Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. - Sort and justify why certain things in a locality are physical or human features. - Verbalise and write about similarities and differences between the features of the two localities. - Ask questions about the weather and seasons. - Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. - Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.	Human, physical, Rotherham, seasons, rain, sun, wind, fog, snow, temperature, Celsius, daily, beach, forest, river, lake, mountain, hill, shop, road

Year 2 children should...	• Understand that a physical feature is something that occurs naturally such as a forest/ mountain. • Understand that a human feature is something in an area that is man-made such as a road/ shop. • Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. • Identify the human and physical features of the two localities studied. • Identify seasonal and daily weather patterns in a country and compare this to the UK weather.	• Using both maps and globes, identify the coldest places in the world – The North and South Pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are. • Identify the equator and locate the places on the Equator which are the hottest. • Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • Ask questions about the weather and seasons. • Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. • Use internet resources to discover the weather and daily weather patterns in other countries.	As above for Year 1 and additionally: Equator, North Pole, South Pole, hot, cold
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Fieldwork			Vocabulary
	Breadth of Study	Skills	
Foundation Stage children should...	Walk around my school grounds and identify what I can see.	Observe, discuss and ask questions about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.	Next to, nearby, near, far, close to, behind, in front
Year 1 children should...	- Begin to 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 e.g. note taking, videoing, data collection, sketches, observations. - Examples for fieldwork activities: Example 1: students develop a personalised map of positive and negative aspects of their school grounds and consider how it might be improved. The map could have a particular theme, for example accessibility, environmental quality or personal safety. - Once the issue has been identified, quantitative fieldwork techniques can be used to collect primary and secondary data to investigate, or measure the issue. Example 2: collect data to support findings shown on their map. For the personal safety example, they may record the position of CCTV cameras, record lighting levels, take photos of black spots and question teachers and students about their experiences.	- 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. - Take photos of interesting things in the local area and explain what the photos show. - Collect objects from local area e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey. - Study aerial photographs of the school and label it with key features e.g. school, church, park and shops. - Look at a simple map of the local area and identify the things they know and have seen. - Make a simple map. - Create an aerial map of the school/local area as a class by using different sized blocks.	Above, below, aerial view, perspective, map, satellite, information, place, next to, nearby, near, far, close to, behind, in front, furthest, closest, further than, closer than

	• Example 3: use Windows Movie Maker or Google Earth to present findings, or take the senior management team or governors on a tour of the key sites to explain their findings.		
Year 2 children should...	• Complete fieldwork to develop knowledge and understanding of the school and local area. • Develop the use of 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 – fieldwork in the local area/close proximity to the school e.g. the road, park, river and shops. • See above examples.	• Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. • Draw own maps of the local area; use and construct basic symbols in a key. • Observe and record the features around the school e.g. the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic on the Worrygoose roundabout compared to the school road. • Make suggestions for the cause of the differences. • Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. • Create sketches/notes of their visits and then create a map to direct others which uses a key and includes the main physical and human features.	Above, below, aerial view, perspective, map, satellite, information, place, next to, nearby, near, far, close to, behind, in front, furthest, closest, further than, closer than, cars, bikes, pedestrian