

PROGRESSION OF SKILLS & KNOWLEDGE MAP

ST JOHN FISHER RC PRIMARY SCHOOL



GEOGRAPHY

SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GEOGRAPHICAL ENQUIRY	<ul style="list-style-type: none"> Teacher lead enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. 	<ul style="list-style-type: none"> Children are encouraged to ask simple geographical questions, where is it? What's it like? Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places. 	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use books, stories, atlases, pictures/photos and the internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps. 	<ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale, contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales E.g. temperature of various locations - influence on people/everyday life. 	<ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale, contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions E.g. from field work data on land use comparing land use/temperature, look at patterns and explain the reasons behind it.

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SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><u>Locational and Place knowledge</u></p>	<ul style="list-style-type: none"> Follow directions (Up/down, left/right, forwards/backwards) Recognise that it is about a place. Use relative vocabulary (e.g. bigger/smaller, like/dislike) Name and locate the world's continents and oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 	<ul style="list-style-type: none"> Follow directions (as yr. 1 and including NSEW) Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Begin to understand the need for a key. Use class agreed symbols to make a simple key. Follow a route on a map. Use a plan view. Use an infant atlas to locate places. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) 	<ul style="list-style-type: none"> Locate places on larger scale maps (E.g. map of Europe.) Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance 	<ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large-scale map. Begin to match boundaries (E.g. find the same boundary of a county on different scale maps.) 	<ul style="list-style-type: none"> Select a map for a specific purpose. (E.g. pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use/recognise OS map symbols. Use atlas symbols. Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,

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			Survey maps) to build their knowledge of the United Kingdom and the wider world.			Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
<u>Human and Physical Geography</u>	<ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories. Use your own symbols on an imaginary map. Use geographical vocabulary to refer to key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather; and key human features including city, 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human geography and physical geography of a small area in the UK, and of a contrasting non-European country. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or 	<ul style="list-style-type: none"> Describe and understand key aspects of: Human geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

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	town, village, factory, farm, house, office and shop;	<p>of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied at this key stage. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America. 	South America.		
<u>Field Work</u>	<ul style="list-style-type: none"> Use a simple picture map to move around the school. Use simple fieldwork and observational skills to study the geography of their school and the key human 	<ul style="list-style-type: none"> Use simple compass directions (NESW) and locational language (near and far) to describe location of features and routes on a map. Use aerial photographs and 	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. coordinates to locate features on a map. Try to make a map of a short route experienced, 	<ul style="list-style-type: none"> Use 4 compass points well: Begin to use 8 compass points. Use letter/no. co-ordinates to locate features on a map confidently. Make a map of a short route 	<ul style="list-style-type: none"> Use 8 compass Points. Begin to use 4 Figure coordinates to locate features on a map. Begin to draw a variety of thematic maps based on their own data. Draw a sketch 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately. Use 4 figure coordinates confidently to locate features on a map. Begin to use 6 figure grid references: use latitude and

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SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	and physical features of its surrounding environment.	<p>plan perspectives to recognise landmarks and basic symbols in a key.</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment. 	<p>with features in correct order.</p> <ul style="list-style-type: none"> Try to make a simple scale drawing. Know why a key is needed. Use standard symbols. Follow a route on a map with some accuracy. (E.g. whilst orienteering). 	<p>experienced, with features in correct order.</p> <ul style="list-style-type: none"> Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map. 	<p>map using symbols and a key.</p> <ul style="list-style-type: none"> Use/recognise OS map symbols. Compare maps with aerial photographs. 	longitude on atlas maps.

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GEOGRAPHY						
AUTUMN 1						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1 THEME	New Beginnings	Sensational Safari	Living In The UK	Lonely Planet Guide To Asia	History Theme	History Theme
Knowledge taught within theme	<p>Name and locate the nations in the United Kingdom.</p> <p>Name landmarks that are unique to our local area.</p> <p>Begin to describe the location of areas on a map.</p> <p>Recognise the difference between human and physical features and can give examples.</p> <p>Name different types of weather and link them to the seasons they may take place in.</p> <p>Name the four seasons and the months of the year they take place.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Identify some animals that live in Kenya.</p> <p>Know what the four points of a compass are.</p> <p>Identify physical features such as mountains, valleys, volcanoes, fields, towns, villages and cities.</p> <p>Know that there are different lifestyles and cultures within Kenya.</p> <p>Identify similarities and differences between life in the Maasai tribe and life in the UK.</p>	<p>Name and locate human and physical characteristics of the local area.</p> <p>Compare our local area from the past to present.</p> <p>Discuss the changes within the local area.</p> <p>Use maps to walk around the local area.</p> <p>Recognise the differences of what the past and present need in their local area.</p>	<p>Explore why there is life on Earth.</p> <p>Understand how life exists on this planet.</p> <p>Learn about the continent of Asia.</p> <p>Locate it on a variety of maps. Identify and locate the other continents too.</p> <p>Study the following within the continent of Asia: oceans, mountains, grasslands. Compare similarities and differences between these different environments.</p> <p>Study the following within the continent of Asia: vegetation belts, volcanoes, earthquakes.</p> <p>Compare similarities and differences between these</p>		

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GEOGRAPHY

AUTUMN 1

KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
				different environments. Learn about the landscape and climate of Asia. Consider long term effects of climate change.		

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AUTUMN 2						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 2 THEME	History Theme	History Theme	History Theme	History Theme	Energy & Sustainability	Geo Skills
Knowledge taught within theme					<p>Name different types of energy.</p> <p>Understand the difference between renewable and non-renewable energy.</p> <p>Understand which energy sources contribute to sustainability.</p> <p>Know what fossil fuels are and how they differ from each other.</p> <p>Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p>	<p>Understand how we find places on a global scale.</p> <p>Understand how we find specific places on a map using 4 figure grid references.</p> <p>Understand how we accurately find specific places on a map using 6 figure grid references.</p> <p>Understand the purpose of OS map symbols and how they allow us to accurately follow planned routes.</p> <p>Know how map scales can be used to work out distances.</p> <p>Understand how height is shown on a map through contour lines.</p>

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SPRING 1						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spring 1 THEME	History Theme	Poles Apart	European Forecast	Amazing America	History Theme	History Theme
Knowledge taught within theme		<p>Know that there are different climates in different parts of the world.</p> <p>Know that the hottest countries are on the equator and North and South Poles are the coldest.</p> <p>Know that the Earth's climate is changing.</p> <p>Know that we can reduce, reuse and recycle to slow down climate change.</p>	<p>Make comparisons between two locations using photos/ pictures, temperatures in different locations.</p> <p>Name countries in Europe.</p> <p>Describe the differences in physical features of Europe depending on their location.</p> <p>Analyse evidence and begin to draw conclusions.</p>	<p>Identify and locate the countries and major cities within North and South America.</p> <p>Study their environmental regions and key physical and human characteristics.</p> <p>Compare geographical characteristics.</p> <p>Study their environmental regions. Focus on Chile, specifically and compare to the UK, look at similarities and differences.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</p>		

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SPRING 2						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spring 2 THEME	Once Upon A Season	History Theme	History Theme	History Theme	A River Runs Through It	History Theme
Knowledge taught within theme	<p>Name the four seasons and the months of the year they take place.</p> <p>Locate the United Kingdom and a world map.</p> <p>Name different types of weather and link them to the seasons they may take place in.</p> <p>Know the four compass points.</p> <p>I know the difference between human and physical features and can give examples.</p> <p>Give examples of hot and cold places on Earth.</p>				<p>Understand and explain the water cycle.</p> <p>Understand the features and course/journey of a river.</p> <p>Understand how rivers erode, transport and deposit materials.</p> <p>Understand why rivers are important.</p> <p>Explore the causes of river pollution and the effect this has on the environment.</p>	

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SUMMER 1						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Summer 1 THEME	History Theme	Tennis-tastic! Hist & Geog Theme	History Theme	History Theme	History Theme	Enchanted Rainforest
Knowledge taught within theme		<p>Use maps, atlases and globes to locate and identify the United Kingdom, the seas/oceans and the capital cities: focus on London. Locate and identify Wimbledon on a map of London.</p> <p>Learn about Wimbledon Tennis. Locate it on a local map, follow directions to get there from school.</p> <p>Visit Wimbledon Tennis Museum - learn about the history of 'Wimbledon', past winners (consider gender and ethnicity).</p> <p>Study old photographs and recent photographs and compare the human and physical features.</p> <p>View video footage to support this. View aerial photos to compare changes over time.</p> <p>Learn about Wimbledon Windmill. Locate it on a local map, follow directions to get there from school.</p> <p>Visit Wimbledon Windmill</p>				<p>Suggest questions for investigating.</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale, contrasting and distant places.</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p> <p>Use/recognise map symbols.</p> <p>Use atlas symbols. Locate places on a world map.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain the reasons behind it.</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p> <p>Use/recognise map symbols.</p> <p>Use atlas symbols. Locate places on a world map. Use 8 compass points confidently and accurately.</p> <p>Use 4 figure coordinates confidently to locate features on a map.</p>

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SUMMER 1						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		- learn about the history of the windmill. Study old photographs and recent photographs and compare the human and physical features. View aerial photos to compare changes over time.				Begin to use 6 figure grid references: use latitude and longitude on atlas maps.

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GEOGRAPHY

SUMMER 2

KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Summer 2 THEME	Marvellous Maps	Beach Bonanza	ECO Warriors	Natural Resources	Micro Society	Vanishing Rainforests
Knowledge taught within theme	<p>Name amenities in our local area.</p> <p>Name the seven continents.</p> <p>Name and locate the nations in the United Kingdom.</p> <p>Name landmarks that are unique to our local area.</p> <p>Begin to describe the location of areas on a map.</p> <p>I know the difference between human and physical features and can give examples.</p>	<p>Use maps, atlases and globes to locate and identify London and a seaside (coastal area). Study the key physical features of the city of London and of a seaside (coastal area).</p> <p>Compare these features.</p> <p>Name and locate some main United Kingdom cities e.g. Liverpool, Manchester, Newcastle and seashores (coastal areas).</p> <p>Identify key human and physical features of the United Kingdom e.g. mountains, seas, rivers, beaches. Identify human and physical features of a seaside (coastal area).</p> <p>Identify key human and physical features of the United Kingdom e.g. towns, villages, farmland.</p> <p>Identify features of a city.</p> <p>Compare these features to the features of a seaside (coastal area).</p> <p>Identify the four main points of a compass (North, South, East, and West).</p> <p>Use these points to direct someone to a specific location, using a map of</p>	<p>Understanding packaging - the purpose and structure.</p> <p>Consider ECO packaging.</p> <p>Litter - why does it matter? Consider the impact and co-relation with pollution.</p> <p>Waste segregation and disposal.</p> <p>Decomposition - where did my stuff go? Compost - consider the purpose and use of compost.</p> <p>Plastic pollution in rivers and oceans. Study how this has changed over time.</p> <p>Travel and pollution. Study different forms of transport and their impact on our planet.</p>	<p>What are natural resources? Fossil Fuels for energy; Crops for food; Livestock for food and clothes.</p> <p>Agricultural resources and geological resources.</p> <p>Fair Trade: What is it? Why have it?</p> <p>Consider 'Fair Trade' and 'sustainability' for our planet.</p> <p>Carbon Footprint - What is it? What is the impact on our planet? What can we do to change it?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos /pictures /maps.</p>	<p>Understand what a society needs to have.</p> <p>Understand law, democracy, and trade.</p> <p>Understand the value of money.</p> <p>Understand key financial terminology.</p> <p>Understand how to manage and use money in an increasingly digital or cashless society and how to keep money safe.</p> <p>Recognise how using a bank account keeps money safe and can help them save.</p> <p>Know how to keep track of their money, and set and stick to a budget.</p> <p>Understand some of the ways to manage money.</p>	<p>Suggest questions for investigating.</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale, contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use /temperature, look at patterns and explain the reasons behind it.</p> <p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p> <p>Use/recognise map symbols.</p> <p>Use atlas symbols. Locate places on a world map.</p> <p>Use atlases to find out about other features of places (e.g. mountain regions, weather patterns).</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p>

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SUMMER 2						
KNOWLEDGE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>London and of a seaside (coastal area). Study photographs of a seaside location and compare with photos of a city: London. Visit a seaside location and explore surroundings.</p>				<p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use 8 compass points confidently and accurately. Use 4 figure coordinates confidently to locate features on a map. Begin to use 6 figure grid references: use latitude and longitude on atlas maps.</p>

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RECEPTION

KNOWLEDGE & SKILLS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Getting to know school & each other All About Me	Space Whatever Next	South Pole Lost & Found	A world of difference All Are Welcome	Castles Into the Castle	Pirates Portside Pirates
Knowledge taught within theme	<p>Familiarisation of the school site - identifying key areas of the school and what happens in those areas e.g. PE / assembly, lunch, music, office – matching activity</p> <p>Local area – shops and people who help us Local walk – identifying key landmarks</p> <p>Create simple maps featuring familiar landmarks that we passed</p>	<p>Solar system – understand where it is in relation to where we live – London – England – Europe – our planet Earth – space</p>	<p>Where are the South and North Poles and where they are in relation to where we live</p> <p>4 Points on a compass</p> <p>Watch and discuss features of different environments where penguins live.</p>	<p>Locations on world maps – where we / our families are from</p> <p>Family holidays – what we do during the holidays with our families</p> <p>Climates – linked to polar regions and equator</p>	<p>Location of castles – what is a good place to build a castle? Why?</p> <p>Castle Visit</p>	<p>Oceans – know some names and know where the pirates used to sail</p> <p>4 Points of a compass</p> <p>Features of a simple map</p> <p>Treasure Maps – creating and using Using co-ordinates to locate and give directions</p>
Skills taught within theme	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</p> <p>Draw information from a simple map.</p> <p>Recognise some environments that are different from the one in which they live.</p>		<p>Recognise some environments that are different from the one in which they live.</p> <p>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.</p> <p>Know some similarities and differences between different religions and cultures</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p> <p>Draw information from a simple map.</p>		<p>Recognise some environments that are different from the one in which they live.</p> <p>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.</p> <p>Draw information from a simple map.</p>	

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GEOGRAPHY						
NURSERY						
KNOWLEDGE & SKILLS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme	Starting School & settling In Colours of the Rainbow	Colour & Pattern	Happy & Healthy	Growing	Ourselves & our senses	Journeys Holidays
Knowledge taught within theme	To discover and find our way around the different areas within the nursery environment-inside and outside.....where is the Mud Kitchen, the construction area, the roadway, the finger gym, the sticky table, the toilets, the cloakroom. What can you see? Go on an Autumn walk looking for signs of Autumn	Jungle animals-habitat Go on a Winter walk looking for signs of winter	To explore the outdoor area in the main school-the field, the large playground – where is the climbing frame, the Trim Trail Handa’s Surprise	Go on a Spring Walk looking for signs of Spring and where things grow best	We look different to each other to make me! Different people may come from different families, different parts of the world. Equalities - Expose children to different cultural ops-photos, books, film clips, events.	Go on a Summer walk looking for signs of Summer. Use ‘We’re going on a Bear Hunt’ and ‘The Train Ride’ as a stimulus for exploring and sequencing a journey through the story. Go on an imaginary boat ride, a magic carpet ride. What do we see along the way all around us? Story maps. Make a simple map of a walk across the playground. Use simple drawings of the nursery, a tree, the climbing frame, the benches, the hall and arrows to map our route. Discuss holiday/days out experiences. Book a holiday/day out in our Travel Agents. Go to the beach; look at brochures, leaflets, the map, a globe and buy tickets for your coach, boat, car, train, aeroplane journey. Pack a suitcase-what do you need?

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NURSERY						
KNOWLEDGE & SKILLS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Skills taught within theme	To explore and become familiar with the environment around them	Exploring pattern and Camouflage... comparing ours with a different environment	Awareness of the wider environment around them and further	Awareness of the natural environment around them and how it serves a purpose for natural things within	To begin to be aware of different kinds of people in our world. We are all children but we are all different	<ul style="list-style-type: none"> •Awareness of direction •Early mapping skills •Children know that there are different countries in the world and talk about the differences they have experienced or seen in photos.