



# **GEOGRAPHY**

## **Progression Map**

## ELG

- **Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class**
- **Understand some important processes and changes in the natural world around them, including the seasons**

# GEOGRAPHY PROGRESSION MAP



## Vocabulary

World  
Outside  
Observe  
Town  
Village  
Road  
Path  
House  
Flat  
Temple  
Church  
Synagogue  
Different  
Same  
Local  
Walton-Upon-Thames  
Country

### RECEPTION

- Observe, find out about and identify features in the place they live and in the natural world.
- Find out about their environment and talk about those features they like/dislike.
- Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.
- Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.
- **Recognise some environments that are different to the one in which they live (UW)**

### LOCATION KNOWLEDGE

### YEAR 1

- Locate and number the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capitals cities of the United Kingdom and its surrounding seas.

### NURSERY

- Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world
- **Know that there are different countries in the world & talk about the differences they have experienced or seen in photos (UW)**

# GEOGRAPHY PROGRESSION MAP



## Vocabulary

local area  
Change  
Map  
Globe  
England  
UK  
North  
South  
East  
West

### RECEPTION

- Examine change over time.
- Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”..
- Describe some actions which people in their own community do that help to maintain the area they live in.
- Draw information from a simple map
- Interpret range of sources of geographical information, including maps, globes, photographs

### NURSERY

- Observe and identify features in the place they live and the natural world.
- Find out about their environment and talk about features they like and dislike.
- Use diverse range of props, photos, books to notice & talk about similarities & differences

## GEOGRAPHICAL SKILLS & FIELD-WORK

### YEAR 1

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans
- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. 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 grounds and the key human and physical features of its surrounding environment

# GEOGRAPHY PROGRESSION MAP



## Vocabulary

Patterns  
Plants  
Animals  
Local  
Changes  
Same  
Different  
Seasons  
Hot  
Cold

### RECEPTION

- Explore their local environment and talk about the changes they see.
- Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.
- Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions
- **Understand the effect of changing seasons on the natural world around them (UW)**

### NURSERY

- **Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks (M)**
- Identify seasonal patterns – focusing on plants and animals.
- Begin to understand the effect their behaviour can have on the environment

## HUMAN and PHYSICAL GEOGRAPHY

### YEAR 1

- 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 Pole.
- Use basic geographical vocabulary to refer to: - key physical features including: 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

# GEOGRAPHY PROGRESSION MAP



## Vocabulary

familiar  
changes  
similarities  
differences  
Country

### RECPETION

- Observe and identify features in the place they live and the natural world.
- Talk about features.
- Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.
- Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'
- Recognise some similarities & differences between life in this country & life in other countries .

### PLACE and KNOWLEDGE

### NURSERY

- Talk about some of the things they have observed in different places
- Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world
- Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park

### YEAR 1

- 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.

# GEOGRAPHY PROGRESSION MAP



## Vocabulary

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Draw information on a simple map

Make their own maps e.g. treasure map on pirate adventure

Talk about similarities and differences between families and

Celebrate and value cultural, religious and community events and experiences

Familiarise the children with the road, town their school is in and talking about the local community

Local community trip to the local allotment

Recognise some similarities and differences between life in this country and life in other countries

Looking at maps and globes

Packing a suitcase for a hot or cold holiday

Explore the natural world around them

Creating different environments in small world play e.g. mountains, forests, rivers, beaches, cliffs

## What does Geography look like in Early Years?

Sing songs and rhymes about the natural world

Understand the effect of changing seasons on the world around them

Celebrate festivals from around the world e.g. The Lunar New Year, Diwali, Holi

Parent visitors to support celebrating a variety of festivals e.g. The Lunar New Year and Diwali

Talk about the effect the changing weather has on our outdoor environment

Daily discussion about changes in the weather and changing the weather chart. Talking about appropriate clothing for different weathers

Directional language in games e.g. North, South, East, West

Talk about oceans and recreate oceans in small world using under the sea animals, sand, rocks and water

Talk about holidays we have been on and how they were different to where we live

Tasting and trying different foods from around the world

Exploring different geographical stories from around the world e.g. Handa's Surprise

Exploring the effect that rubbish and plastics have on our environment and oceans