

Geography Curriculum Progression Map



FS2

Y1

Y2

Aut 1: Traditional Tales
Spr 1: Our City.
Sum: Our world

Aut 2: Colour, Light & Celebrations
Spr 2: People who help us

Aut 1: Superheroes
Spr 1: Castles
Sum 1: Plants

Aut 2: Toys
Spr 2: Animal Planet
Sum 2: Pirates

Aut 1: Dragons
Spr 1: Journeys
Sum 1: Habitats

Aut 2: Great Fire of London
Spr 2: Space
Sum 2: Habitats

Locational Knowledge

Progression:

- Begin to describe their own significant places like home and school.
- Talk about the features of their own immediate environment.
- Begin to discuss how environments might vary from one another.
- World, countryside, house, hill, shop, map, city, park, near, there.

Implementation at LIS includes:

- Children to investigate immediate area around school using geographical vocabulary – building, houses, roads, park, river, far, near, large, small.
- Children explore maps to identify hot/cold areas and identify land and water on a globe.

Progression:

- Can identify the four countries of the UK.
- Can identify the capital cities of the UK.
- Can identify the seas around the UK.
- Can discuss the similarities and differences between the four countries of the UK.
- Can discuss how we move around the different parts of the UK.
- City, United Kingdom, world, country, England, Scotland, Wales, Northern Ireland, North sea, Irish sea, the English channel.

Implementation at LIS includes:

- Children begin to identify and name the continents and oceans on a world map.
- Children can name, locate and identify the four countries of the United Kingdom.
- Children use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, and

Progression:

- Can identify the seven continents and five oceans on a map.
- Continue to build on their knowledge of the four countries of the UK, their capital cities and the surrounding seas.
- Hill, mountain, river, stream, sea, beach, village, town, attractive, journey, polar, arctic, desert.

Implementation at LIS includes:

- Children can identify and name the continents and oceans on a world map.
- Children can name, locate and identify the four countries of the United Kingdom.
- Children use key vocabulary to demonstrate knowledge and understanding in this strand: United

<ul style="list-style-type: none"> Children can identify what is different between two contrasting environments. 	<p>Northern Ireland. Including locational vocabulary far, near, small, large, distance.</p>	<p>Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>
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Geographical Skills and Fieldwork

<p>Progression:</p> <ul style="list-style-type: none"> Understand what a map is. Begin to understand what a map of the world is. Begin to develop an understanding of how to use an atlas. Begin to develop knowledge on how the environment changes. Season, countryside, soil, hill, mountain, ocean, sea, beach, map, <p>Implementation at LIS includes:</p> <ul style="list-style-type: none"> Children investigate maps of immediate area in and around school using geographical vocabulary – building, houses, roads, park, river, far, near, large, and small, behind, next to. Children use the wild life garden and garden area to notice changes. 	<p>Progression:</p> <ul style="list-style-type: none"> Use a map both paper and digital and identify key features Use aerial photos of local area to identify key features. Observe local area to identify physical and human features. Observe local area to notice and record seasonal changes. Wet, hill, river, map, trees, roads, shops, church, parks. <p>Implementation at LIS includes:</p> <ul style="list-style-type: none"> Children can use world maps, atlases and globes to identify the four countries, capital cities and seas around the UK. use simple compass directions and locational and directional vocabulary to describe the location of features and routes on a map; 	<p>Progression:</p> <ul style="list-style-type: none"> Use the 8 points of a compass – N, NE, E, SE, S, SW, W, and NW. Begin to use simple grid references on a map I have designed. Discuss and compare weather in two different places. Measure weather in school grounds and use thematic maps to compare and contrast with another area. Use digital maps to identify the continents & oceans of the world. Describe and notice human and physical features in the different examples of maps. <p>Implementation at LIS includes:</p> <ul style="list-style-type: none"> Children can use world maps, digital maps, atlases and globes to identify the continents and oceans of the world. Use 8 compass directions and locational and directional vocabulary to describe the location of features and routes on a map through the topic of journeys.
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<ul style="list-style-type: none"> • Children start to use a compass to plan a route in the outdoor provision. • Children draw a simple map of how to move around school or their walk to school. • Visit the local National Trust to investigate how winter changes the environment. 	<ul style="list-style-type: none"> • devise a simple map; and use and construct basic symbols in a key; • Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features. • use key vocabulary: compass, 4-point, direction, North, East, South, West, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, world map, country, continent, human, physical. 	<ul style="list-style-type: none"> • Devise a map of local area or imaginative world using basic symbols in a key and grid references. (e.g. A1 D4) • Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features. • Use key vocabulary: observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, world map, country, continent, human, physical.
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Place Knowledge

<p>Progressions:</p> <ul style="list-style-type: none"> • Children begin to identify and describe the features of familiar places. They begin to develop a sense of ‘place’, beginning with their home and school environments and the geographical features. • Children understand that some places in the world are colder or hotter than the place that they live in. • Children can identify how the daily weather and seasonal changes affect their immediate environment. • Season, world, snow, ice, forest, desert, sea, beach, hot, cold, far, map. <p>Implementation at LIS includes</p> <ul style="list-style-type: none"> • Children can describe what they can see on their journey to school and within the school grounds. 	<p>Progression:</p> <ul style="list-style-type: none"> • Children can describe a range of geographical similarities and differences between a range of familiar places within and around the school grounds. • Can describe the area of Crosspool and people within it expanding out to the wider environment of Sheffield. • Can compare and contrast Sheffield to another area of the UK using geographical vocabulary. • Coast, harbour, port, cliff, city, ocean, mountain, river, atlas, beach, shop, sunny, dry, near, far. <p>Implementation at LIS includes</p> <ul style="list-style-type: none"> • Children build on their EYFS knowledge to describe what they can see on their journey to school and within the school grounds. 	<p>Progression:</p> <ul style="list-style-type: none"> • Continue to build on map skills within local area following maps, routes, identifying key features and using map symbols. • Compare local area with contrasting city in another country, using physical and human features to describe the similarities and differences. • Use geographical language to identify key features of a contrasting place. • Field, bridge, footpath. <p>Implementation at LIS includes</p> <ul style="list-style-type: none"> • Children collect information on the weather at school throughout the year using geographical vocabulary.
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<ul style="list-style-type: none"> • They can begin to notice things in their environment that are human or physical features. • Children can use a map/globe to discuss where is hot or cold on the planet. • Children notice the change in the seasons and can discuss what they notice about the changing wildlife garden. 	<ul style="list-style-type: none"> • They can begin to notice things in their environment that are human or physical features. Use geographical vocabulary to describe what they can see. Street, houses, park, trees, city, shops, hills. • Children can use a map/globe to discuss where is hot or cold on the planet and begin to name the oceans and continents. • Children can discuss what they notice about life in Sheffield compared to another area of the UK. 	<ul style="list-style-type: none"> • Describe the difference & similarities between the weather in Sheffield and another non-European country. • They can discuss things in their environment that are human or physical features and compare that to a Non-European country. • Use geographical vocabulary to describe what they can see. Street, houses, park, trees, city, shops, hills. • Children can use a map/globe to discuss where is hot or cold on the planet and to name the oceans and continents.
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Environmental, Human and Physical Geography.

<p>Progression:</p> <ul style="list-style-type: none"> • Children begin to understand the weather patterns of their city & the UK. • Children begin to notice the impact of the weather in Sheffield. • Children start to discuss how they impact the changing physical environments around them. • Children start to discuss how extreme weather can impact communities in the world. • Season, rain, sun, snow, autumn, winter, spring, summer. 	<p>Progression:</p> <ul style="list-style-type: none"> • Compare and contrast the differences between Sheffield and another location in the UK. • Describe the differences in weather throughout the seasons. • Discuss how the weather patterns are changing in the UK and why this might be happening. • Analyse their impact on their local environment. • Use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, and house, office, shop to refer to the physical and human features of places studied. 	<p>Progression:</p> <ul style="list-style-type: none"> • Can describe the area around school including an awareness of the different cultures within school. • Can discuss what jobs people might do within Sheffield. • Describe different areas on the globe and what the environment is like there. • Compare and contrast the features of Sheffield with a Non- European country. • Examine the global impact humans have on the physical environment. • Can use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.
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<p>Implementation at LIS includes</p> <ul style="list-style-type: none">• Look at the weather patterns in the wildlife garden.• Discuss with known adults the effects of flooding in Sheffield.• Children can discuss how they can make changes in their lives to reduce their impact on the environment.	<p>Implementation at LIS includes</p> <ul style="list-style-type: none">• Children can describe the weather in Sheffield and discuss how it may differ in another area of the UK.• Children can describe the physical & human differences between Sheffield and another UK location.• Children can describe how they impact the environment they live in.• Children can discuss what they can do to improve the environment.	<p>Implementation at LIS includes</p> <ul style="list-style-type: none">• Children can describe the human and physical features of Sheffield.• Children can discuss the differences of the human and physical features of a Non-European country compared to Sheffield.• Can discuss the impact of humans on the physical environment and how they can contribute to changing this.
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