

Progression in Geography

National Curriculum	Possibilities <i>This driver helps pupils to build aspirations and identify available opportunities for their future lives</i>	Initiative <i>This driver helps pupils to grow as independent learners and develops resourcefulness in a variety of situations</i>	Community & Environment <i>This driver develops a sense of belonging and nurtures curiosity about, and empathy for, local, national and global issues</i>	Health & Well-being <i>This driver underpins every aspect of our curriculum. It helps to guide children's life choices and nurtures emotional growth</i>		
	Desire to succeed and be inspired Appreciate our wonderful world	To investigate and observe	To respect, value and engage with our world	To understand how ours and others choices impact on our natural world		
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ✓ name and locate the world's seven continents and five oceans ✓ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ✓ 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 ✓ 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 Poles ✓ 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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ✓ 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 ✓ 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 ✓ 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 and its grounds and the key human and physical features of its surrounding environment. 						
Key skills	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	Let's Go to the UK!	Australia & Canvey	Let's Explore London!	The Great Fire of London	Canvey Flood	Radical Rainforests
Locational Knowledge	<ul style="list-style-type: none"> • Locate the four countries of the UK • Name the capital cities of the UK • Identify characteristics of countries and capital cities of the UK 				<ul style="list-style-type: none"> • Name, locate and identify characteristics of local area (map work) 	<ul style="list-style-type: none"> • Explore and locate continents, oceans and the equator • Find where rainforests are located around the world
Place Knowledge		<ul style="list-style-type: none"> • Understand geographical similarities and differences between Australia and Canvey Island. • Define the term 'island' and what it means 		<ul style="list-style-type: none"> • Explore and describe physical changes to London after the fire. 	<ul style="list-style-type: none"> • Understand geographical similarities and differences between Canvey and Holland • Explore geographical changes caused by the flood 	<ul style="list-style-type: none"> • Identify unique features of the rainforest – specifically The Amazon Rainforest • Find out how the rainforest and Canvey are similar/different to each other

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Human and Physical Geography	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns 		<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK Compare the key human and physical features of CI to London Identify landmarks in London Map work – London Basic compass points 	<ul style="list-style-type: none"> Explore and describe physical changes to London after the fire 	<ul style="list-style-type: none"> Explore geographical changes caused by the flood 	<ul style="list-style-type: none"> Investigate weather and climate and compare CI to Amazon
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Map of the UK countries – capital cities, local land use, compass points for local area (school and CI) 	<ul style="list-style-type: none"> Locate Australia, Canvey Island, the equator, the North Pole and the South Pole 		<ul style="list-style-type: none"> Look at historical maps to see the spread of the fire and the amount of damage caused Locations linked to historical events e.g Tower of London, St. Paul's Cathedral – plot on map 	<ul style="list-style-type: none"> Compass directions for Canvey – could use compasses on Sea Wall walk Use compass directions on UK map Recognise and explore landmarks in the local area Explore differences between human and physical features 	<ul style="list-style-type: none"> Map of the world – oceans, continents, equator, poles, hot and cold areas of the world. Compass directions on world map Investigate being rainforest explorers and use compass directions in relation to Amazon Rainforest

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Vocabulary	Map, compass, north, south, east, west, land use, human, physical, weather, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast	Australia, Canvey Island, the equator, North Pole, South Pole, Sydney, Alice Springs, Western Australia, Northern Territory, Queensland, South Australia, New South Wales, Victoria, Tasmania, Canberra, Great Barrier Reef, Daintree River	London, England, landmark, St. Paul's Cathedral, Tower Bridge, River Thames, The London Eye, Buckingham Palace, The Queen, The Royal Family, taxi, London bus, tube/underground	River Thames, Tower of London, Pudding Lane, The Monument, St. Paul's Cathedral, Tower Hill	Sea wall, Canvey Island, breach, flood, North, East, South, West, North East, South East, South West, North West manmade, natural, coastline, beach, woodland, city, town, village, farm, harbour, cliff, hills, river, lake	Continent, ocean, North America, South America, Africa, Europe, Asia, Australasia, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean, Indian Ocean, Brazil, The Amazon, layers, emergent, canopy, understory, forest floor
Key Questions	<p>What countries make up the UK?</p> <p>What country do you live in?</p> <p>Can you use a map to find the countries in the UK?</p> <p>What is the weather like in the UK?</p> <p>What are the countries names?</p> <p>What are the capital cities of the countries in the UK?</p>	<p>Where in the world is Australia?</p> <p>Is Australia an island?</p> <p>What is an island?</p> <p>What places can you find?</p> <p>Can you compare Australia to Canvey Island?</p>	<p>Where is the capital city of the UK?</p> <p>What is it called?</p> <p>Have you ever visited London?</p> <p>What landmarks can you identify in London?</p>	<p>Can you locate London using a map?</p> <p>Can I recognise the human features on a map?</p>	<p>Can I use geographical language to explain the physical and human features?</p> <p>Can I use observational skills to study the geography of the school and surrounding environment?</p> <p>Can I describe the location of features and routes on a map?</p>	<p>Can I name and locate the world's 7 continents and 5 oceans?</p> <p>Can I use word maps, atlases and globes to identify continents, oceans and rainforests?</p> <p>Can I study human and physical geography of a small area in a contrasting non-European country?</p> <p>Can I understand geographical similarities and differences?</p> <p>Can I identify seasonal weather patterns in the UK and Amazon?</p>
Visits and Visitors		Visit to Canvey Island Beach to see mural – could look at types of fish in UK seas and compare with those in Australia		Visit to Canvey Island Fire Station	Visit to the Sea Wall	Year 2 trip – Den Building and habitats
Whole School Geographical Projects (assemblies)	Assemblies for patron saints of UK				Canvey Flood Anniversary assembly (31 st January)	Green day

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	Nursery			Reception		
	Autumn I wonder what makes me special? All about me (1 st half) Celebrations (2 nd half)	Spring I wonder what's out there? Transport (1 st half) Dinosaurs (2 nd half)	Summer I wonder what changes? Animals (1 st half) Summer (2 nd half)	Autumn	Spring	Summer
Nursery Year A	To find out about me and my local environment To know our school is called 'Canvey Island Infant school and nursery'. To know that my nursery class is called 'Pebbles'. To describe a familiar route from home to nursery To navigate the nursery classroom and outdoor area. To talk about our local community ie. Shops that may use	To visit our local community – library visit, bus ride To plan a route – bus journey to Canvey Island library. To gain an insight into the world around them To find out that there are other countries in the world. To talk about holidays and explore the ways they travelled there. To explore maps or atlases	To answer questions about the local environment To visit our local community To compare and comment on different creatures or environments To begin to use everyday geographical language when discussing climate /weather (hot, cold, rain, sun, wind, snow etc) To begin to make simple, accurate observations about changes in the weather	Let's Celebrate - I wonder what/who is special? To know we live on Canvey Island which is in the United Kingdom. To talk about what children do with their family and places they have been. To draw similarities and make comparisons between other families. To name and describe people who are familiar to them. To look at simple aerial maps of my school environment. To use simple geographical language to describe the school environment (building, trees, grass, carpark, field, playground). To use world maps to show children where some stories are based.	Down at the Bottom of the Garden – I wonder what lives there? To learn the names and some facts of different Minibeasts. To know minibeasts have different habitats. To create a simple map of the garden and explore where minibeasts can be found.	Spectacular Stories and Super Seaside's – I wonder what happens next? To identify Kenya on a world map. To compare Canvey to Kenya. To explore nocturnal animals and make sense of different environments and habitat. To draw maps of story settings To introduce the children to NASA and America. To differentiate between land and water. To draw on knowledge from stories, non-fiction texts and maps.
Nursery Year B	Autumn <u>I wonder what makes me special?</u> All about me (1 st half) <u>I wonder will it mix?</u> Colours (2 nd half)	Spring <u>I wonder why does a cat meow?</u> Pets (1 st half) <u>I wonder if it likes tea?</u> Little monsters (2 nd half)	Summer <u>I wonder how old is a whale?</u> Under the sea (1 st half) <u>I wonder how does ice feel?</u> Weather (2 nd half)			
	To find out about me and my local environment	To visit our local community – library, pet shop.	To visit the wider community – school trip to the Sealife centre.			

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	<p>To know our school is called 'Canvey Island Infant school and nursery'.</p> <p>To know that my nursery class is called 'Pebbles'.</p> <p>To describe a familiar route from home to nursery</p> <p>To navigate the nursery classroom and outdoor area.</p> <p>To talk about our local community i.e. Shops that may use</p>	<p>To explore the festival of Holi. To find which country this festival is celebrated in?</p> <p>Compare similarities and differences between Canvey Island and Asia</p> <p>Using Beebots to move from one destination to another.</p>	<p>To compare and comment on different creatures or environments.</p> <p>To begin to use everyday geographical language when discussing climate /weather (hot, cold, rain, sun, wind, snow etc)</p> <p>To begin to make simple, accurate observations about changes in the weather</p>			
<p>Nursery Development Matters (3&4 Year olds)</p>	<p>Use all senses in hands on exploration of natural materials</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>					
<p>Reception Development Matters</p>				<p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life and this country and life in other countries.</p> <p>Explore the natural world around them</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand important processes and changes in the natural world, including the seasons</p>		
<p>Reception ELGs</p>				<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>		