

Town Lane Infant School Progression in Geography



Skill	2-year olds	3/4 Nursery	Reception	Year One	Year Two
Location Knowledge	<p>Focus: Walk around classroom, school grounds to become familiar with the environment.</p> <p>My family</p>	<p>Focus: Walk around school grounds and local area</p> <p>I can talk about who lives in my house and my classroom.</p> <p>I can talk about places that I have visited such as the park</p>	<p>Focus: School grounds, local area</p> <p>I can talk about my home and the places that I know like the park, the shops and the library. Sometimes I ask questions about the animals and trees I see.</p>	<p>Focus: Local area- Bebington/ New Brighton. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (UK)</p> <p>Know that we can describe the place of something. This is called its location.</p>	<p>Continue to focus on local area but in more depth. Name and locate the world's seven continents and five oceans (Wider World)</p> <p>Year 3 Locate the United Kingdom on maps and globes Name and locate countries and cities in the United Kingdom Locate countries and major cities in Europe (including Russia) using maps and globes.</p>
Place knowledge	<p>Notice natural materials in the wild garden. Talk about home and the people within it</p>	<p>I can talk about people in my community such as police officers and doctors.</p>	<p>I can talk about plants and animals that interest me, like next door's dog that barks and the really tall trees in the park.</p> <p>Know that we can describe something by comparing it to something else Use relative vocabulary such as bigger, smaller, like, dislike</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Bebington/New Brighton</p>	<p>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</p> <p>Year 3 Identify the human and physical differences between a region in France and a place in the UK.</p>

Human and physical geography	Notice changes in the weather and exploring different phenomena	Explore the wild garden and noticing changes in the seasons and weather.	I am beginning to notice changes in things, the leaves have turned brown and fallen off the trees. The flowers in the park are getting bigger	<p>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</p> <p>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,</p>	<p>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</p> <p>Year 3 Describe key aspects of the human geography of France e.g. land use, economic activity Describe key aspects of the physical geography of France e.g. Rivers, Mountains</p>
				house, office, port, harbour and shop	

<p>Geographical skills and fieldwork inc mapping skills</p>	<p>Notice the colours of leaves. Notice changes in the weather.</p> <p>Follow directions related to Movement eg 'come here', 'sit down'</p> <p>Look at representations of familiar objects eg pictures in books</p>	<p>Make observations about the environment eg The leaves have fallen off the trees.</p> <p>Follow and understand more sophisticated movement commands such as 'turn around', come forwards, move backwards'</p> <p>Draw 2D representations of familiar objects</p>	<p>Observe their environment and begin to give reasons for their observations.</p> <p>I can use positional language such as forwards and backwards</p> <p>I can talk about what a map might be used for</p> <p>Know that a drawing can represent something real and draw representations of familiar and unfamiliar objects</p> <p>Understand that everyone has different ideas that we may or may not agree with</p> <p>know we learn about our world through using our senses Describe their local environment using their senses</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries studied during the year.</p> <p>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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.</p> <p>Know that a data tells us about people/places being studied</p> <p>Know that we can copy pictures from photographs and maps to create our own map</p> <p>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.</p> <p>Ask and Answer questions making direct comparisons between two observations</p>	<p>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</p> <p>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</p> <p>Know that a symbol is a pictorial representation of a real-world object</p> <p>Know that a key provides the names of a symbol to avoid having to label each symbol on a map</p> <p>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.</p> <p>Consider why data exists What was the purpose of the data collection?</p> <ul style="list-style-type: none"> • Know that when carrying out a tally survey, a tally mark is recorded every time a given criterion is seen • Know that one line represents one of the given criterion and tally marks are grouped in fives but drawing a diagonal line across four vertical lines <p>comment on observations about what they see and</p>
---	---	--	---	---	--

				<ul style="list-style-type: none">• E.g. When comparing Bebington and the Sahara desert on a map, pupils can state that Bebington has a cooler climate than the Sahara [analysing] because it is further away from the equator [interpreting].	<p>draw simple features (e.g. buildings, roads, trees) and label these diagrams</p> <ul style="list-style-type: none">• Carry out a small survey of the local area/school. <p>Use a pro-forma to collect data e.g. tally survey</p> <ul style="list-style-type: none">• Ask geographical questions. E.g. Where is this place? What is it like to live here? How has it changed? <p>Know that a picture in a pictogram can represent one or more of an object</p> <ul style="list-style-type: none">• Know that the key in a pictogram tells you how much each picture is worth <p>Know that the scale on the y axis of a block diagram tells you how much of something you have</p> <p>Know that a row in a table displays data horizontally/across</p> <ul style="list-style-type: none">• Know that the column in a table displays data vertically/up/down <p>Ask and answer questions that make observations on multiple criteria</p> <ul style="list-style-type: none">• E.g. when comparing the world's oceans, pupils are able to use a map to identify where the oceans are located, or read a table to establish the average temperatures [analysing] and then make comparative statements such as "the Arctic ocean is the coldest because it is furthest north." [interpreting] <p><u>Presenting Information</u></p> <p>Construct simple pictograms, tally charts, block diagrams and simple tables E.g. after an observation of the local area</p>
--	--	--	--	--	---

					<p>where pupils have collated data in a tally chart, pupils can answer questions</p> <p>Year 3</p> <p>Use maps, atlases and globes and digital/computer mapping</p> <p>Use eight points of a compass</p>
--	--	--	--	--	--