

# East Preston Infant School

## Geography Progression Overview



**Intent:**

At East Preston Infant School, we aim for the children to become curious and fascinated about the physical world and the incredible differences in its people.

**Implementation:**

This is achieved through knowledge-based learning which is carried out in an enjoyable and age appropriate way. We actively use the surrounding locality and its geographical features to deliver our Learning Outside the Classroom curriculum. Each year group have forest school and beach school sessions throughout the year. This rich learning environment is where many geography objectives are carried out through an enquiry led approach. Half termly units build upon prior learning and enable consolidation and deepening of key concepts so that children can apply their knowledge and skills more widely.

**Intended Impact:**

- Through Geography, our children will:
- know about diverse places, people and environments
  - know about natural and human environments
  - deepen their understanding of the interaction between physical and human processes
  - develop levels of geographical vocabulary and skills, enabling children to confidently ask questions, communicate their findings and share their geographical understanding.

Year Group	Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Skills and field work
<b>Reception</b> <b>ELG (UW)</b>  <b>Emerging</b>  <b>ELG</b>	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos  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	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps	Show interest in different occupations  Continue developing positive attitudes about the differences between people  Talk about members of their immediate family and community  Understand that some places are special to members of their community  Recognise that people have different beliefs and celebrate special times in different ways  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	Recognise some environments that are different from the one in which they live  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	Talk about what they see, using a wide vocabulary  Draw information from a simple map  Explore the natural world around them

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			Talk about the lives of the people around them and their roles in society		
<b>Reception Key Vocabulary</b>	house, flat, hot, cold, wet, dry, farm, village, beach, shop, local, East Preston Infant School, map, path, road, country, globe, earth, mountains, woods, forest, environment, county, groyne, coastline				
<b>Year One</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human Geography</b>	<b>Physical Geography</b>	<b>Skills and field work</b>
	<p>Name and locate the 4 countries of the UK, their capital cities and the surrounding seas</p> <p>Identify characteristics of the 4 countries of the UK including flags, landscapes, island, capital cities, landmarks</p>	<p>Learn geographical vocabulary to compare key human features and physical features of the UK including British landmarks, mountains, hills, rivers</p>	<p>Learn geographical vocabulary to refer to key human features and physical features of our local area including beach, shops, library, school, church, trees, playing fields, parks, roads</p>	<p>Identify seasonal and daily weather patterns in the UK</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>Use aerial photographs to identify human and physical features and recognise landmarks</p> <p>Learn simple locational and directional language – such as near, far, left and right, north, south, east, west – to describe the location of features and routes on a map using a simple key</p> <p>Use world maps, atlases and globes to identify the UK and its countries</p>
<b>Year One Key Vocabulary</b>	<b>Build upon Reception vocabulary</b>				
	place, map, land, sea, beach, hill, mountain, valley, river, soil, cloud, cold, hot, rain, snow, sunshine, wind, church, farm, weather, United Kingdom, Scotland, Northern Ireland, England, Wales, address, London, Cardiff, Edinburgh, Belfast, near, far, left, right, north, south, east, west, season, autumn, winter, summer, spring, building, coast, forest, frosty, misty, temperature, city, village, supermarket, local, island, area, symbol, town, compass, key, physical, human, feature				
<b>Year Two</b>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Name and locate the world's 7 continents and 5 oceans</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and in a contrasting non-European country (East Preston, Africa)</p>	<p>Use simple geographical vocabulary to refer to key human features including port, harbour, town, railway, bridge, farm, shop</p>	<p>Use simple geographical vocabulary to refer to key physical features including cliff, coast, ocean, soil, valley, vegetation</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Use simple compass directions – north, south, east and west – to describe the location of features and routes on a map</p> <p>Devise a simple map, and use and construct basic symbols in a key</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>

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					<p>Use simple fieldwork and simple observational skills to study the physical and human features of our school, its grounds and the local area</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans</p>
<b>Year Two Key Vocabulary</b>	<b>Build upon Year 1 vocabulary</b>				
<b>National Curriculum</b>	<p>Earth, ocean, atlas, continent, Africa, Antarctica, Asia, Australia, Europe, North America, South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean/Antarctic Ocean, Artic Ocean, Equator, North Pole, South Pole, landscape, polar, desert, tropical, grassland, habitat, vegetation, port, harbour, factory, office, man-made, population, landmark, observation, distant, north-west, north-east, south-west, south-east</p>				
<b>Assessment</b>	<p>The National Curriculum for Geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Name and locate the world’s seven continents and five oceans</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• 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</li> <li>• 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.</li> <li>• 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</li> <li>• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• 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.</li> <li>• Use simple compass directions (North, South, East, 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>				
	<p>Teachers view children’s geographical understanding regularly and make on-going assessments against the learning intention.</p>				