

## Geography Progression

	Nursery	Reception	Year 1	Year 2
Autumn	<p><b>Me and My Community</b></p> <p>Past and present; People culture and communities</p> <ul style="list-style-type: none"> <li>• <b>2 Nursery Breadth</b> Know ways to care for their local environment.</li> </ul> <p><b>Exploring Autumn</b></p> <p>The natural world</p> <ul style="list-style-type: none"> <li>• <b>3 Nursery The natural world</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>•</li> </ul>	<p><b>Let's Explore</b></p> <ul style="list-style-type: none"> <li>• <b>6 Reception Breadth</b> Understand and use positional language in relation to place, direction and objects.</li> <li>• <b>Reception</b> Understand and use positional language in relation to place, direction and objects.</li> <li>• <b>17 Reception People, culture and communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• <b>3 Reception People, culture and communities</b> 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.</li> <li>• <b>1 Reception The natural world</b> 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.</li> </ul> <p><b>Build it up</b></p> <ul style="list-style-type: none"> <li>• <b>1 Reception Breadth</b> Make observations about the world around them.</li> </ul>	<p><b>Our Wonderful World</b></p> <p>This essential skills and knowledge project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features.</p> <ul style="list-style-type: none"> <li>• <b>1 Year 1 Location</b> Name and locate the world's seven continents and five oceans.</li> <li>• <b>1 Year 1 Location</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>• <b>1 Year 1 Place</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</li> <li>• <b>1 Year 1 Features</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<p><b>Let's Explore the World</b></p> <p>This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions</p> <ul style="list-style-type: none"> <li>• <b>1 Year 2 Location</b> Name and locate the world's seven continents and five oceans.</li> <li>• <b>2 Year 2 Location</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>• <b>1 Year 2 Place</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</li> <li>• <b>2 Year 2 Features</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>

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		<p><b>Marvellous Machines</b></p> <p>Past and present; The natural world</p> <ul style="list-style-type: none"> <li>• <b>1 Reception The natural world</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• <b>1 Reception Breadth</b> Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</li> <li>• <b>1 Reception Breadth</b> Make observations about the world around them.</li> <li>• <b>3 Reception Breadth</b> Sort and group materials and resources and talk about how they are similar or different.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1 Year 1 Features</b> 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>• <b>1 Year 1 Features</b> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>• <b>2 Year 1 Fieldwork</b> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• <b>2 Year 1 Fieldwork</b> 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.</li> <li>• <b>2 Year 1 Fieldwork</b> 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>• <b>4 Year 1 Fieldwork</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2 Year 2 Fieldwork</b> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• <b>1 Year 2 Fieldwork</b> 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.</li> <li>• <b>1 Year 2 Fieldwork</b> 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>• <b>5 Year 2 Fieldwork</b> 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> <li>• <b>1 Year 2 Aims Breadth</b> Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</li> </ul> <p><b>Movers and Shakers</b></p> <ul style="list-style-type: none"> <li>• <b>1 Year 2 Features</b> Use basic geographical vocabulary to refer to</li> </ul>
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			<p>human and physical features of its surrounding environment.</p> <p><b>Childhood</b> Settlements; Changes over time</p> <ul style="list-style-type: none"> <li>• <b>1 Year 1 Features</b> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>• <b>1 Year 1 Aims Breadth</b> Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</li> </ul>	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <ul style="list-style-type: none"> <li>• <b>2 Year 2 Aims Breadth</b> Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> </ul>
Spring	<p><b>Dangerous Dinosaurs</b></p> <p>People, culture and communities; The natural world.</p> <ul style="list-style-type: none"> <li>• <b>1 Nursery The natural world</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>	<p><b>Long Ago</b></p> <p>People, culture and communities; The natural world</p> <ul style="list-style-type: none"> <li>• <b>3 Reception People, culture and communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• <b>3 Reception People, culture and communities</b> Know some similarities and differences between different religious and cultural communities in this</li> </ul>	<p><b>Bright Lights, Big City</b></p> <p>Countries and capital cities of the UK; Physical features of the UK; Settlements; Human features; Weather and seasons; Landmarks; Aerial images; Locational language; Maps; Compass directions; Geographical similarities</p> <ul style="list-style-type: none"> <li>• <b>4 Year 1 Location</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>• <b>1 Year 1 Place</b> Understand geographical similarities and differences through studying the human and physical geography of a</li> </ul>	<p><b>Coastline</b></p> <ul style="list-style-type: none"> <li>• <b>1 Year 2 Location</b> Name and locate the world's seven continents and five oceans.</li> <li>• <b>1 Year 2 Location</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>• <b>2 Year 2 Features</b> 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> </ul>

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		<p>country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• <b>4 Reception The natural world</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>• <b>2 Reception Breadth</b> Sort and group materials and resources and talk about how they are similar or different.</li> </ul>	<p>small area of the UK, and of a small area in a contrasting non-European country.</p> <ul style="list-style-type: none"> <li>• <b>3 Year 1 Features</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• <b>1 Year 1 Features</b> 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>• <b>7 Year 1 Features</b> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>• <b>4 Year 1 Fieldwork</b> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• <b>4 Year 1 Fieldwork</b> 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.</li> <li>• <b>4 Year 1 Fieldwork</b> Use aerial photographs and plan perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• <b>4 Year 2 Features</b> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>• <b>1 Year 2 Fieldwork</b> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• <b>4 Year 2 Fieldwork</b> 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.</li> <li>• <b>9 Year 2 Fieldwork</b> 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>• <b>3 Year 2 Fieldwork</b> 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> <li>• <b>1 Year 2 Aims Breadth</b> Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics</li> </ul>
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			<p>to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <ul style="list-style-type: none"> <li>• <b>2 Year 1 Fieldwork</b> 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> <li>• <b>3 Year 1 Aims Breadth</b> Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</li> </ul>	<p>and how these provide a geographical context for understanding the actions of processes.</p> <ul style="list-style-type: none"> <li>• <b>3 Year 2 Aims Breadth</b> Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</li> <li>• <b>1 Year 2 Aims Breadth</b> Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>
Summer	<p><b>Sunshine and Sunflowers</b></p> <ul style="list-style-type: none"> <li>• <b>4 Nursery The natural world</b> Explore the natural world around them, making observations</li> </ul>	<p><b>Ready, Steady Grow</b></p> <p>Past and present; People, culture and communities; The natural world</p> <ul style="list-style-type: none"> <li>• <b>1 Reception People, culture and communities</b> Describe their</li> </ul>	<p><b>School Life</b></p> <ul style="list-style-type: none"> <li>• <b>1 Year 1 Features</b> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm,</li> </ul>	<p><b>Magnificent Monarchs</b></p> <p>Significant places – royal residences</p> <ul style="list-style-type: none"> <li>• <b>2 Year 2 Fieldwork</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</li> </ul>

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<p>and drawing pictures of animals and plants.</p> <p><b>Big Wide World</b></p> <ul style="list-style-type: none"> <li>• <b>4 Nursery</b> Understand and use positional language in relation to place, direction and objects.</li> <li>• <b>7 Nursery People, culture and communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• <b>2 Nursery People, culture and communities</b> 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.</li> <li>• <b>1 Nursery Breadth</b> Know ways to care for their local environment.</li> </ul>	<p>immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> <li>• <b>9 Reception The natural world</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• <b>1 Reception The natural world</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>• <b>4 Reception Breadth</b> Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</li> <li>• <b>1 Reception Breadth</b> Make observations about the world around them.</li> </ul>	<p>house, office, port, harbour and shop.</p> <ul style="list-style-type: none"> <li>• <b>1 Year 1 Fieldwork</b> 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>• <b>3 Year 1 Fieldwork</b> 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> <li>• <b>1 Year 1 Aims Breadth</b> Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</li> </ul>	<p>devise a simple map; and use and construct basic symbols in a key.</p> <ul style="list-style-type: none"> <li>• <b>2 Year 2 Aims Breadth</b> Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</li> </ul>
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