

Linton Infants Geography Progression Document I

Locational Knowledge

Pupils learn:

EYFS land and water (blue) identification on a map or globe.

Observations about the characteristics of places

To know some vocabulary to describe different bodies of water/ characteristics of different places.

To know the name of their school and the place where they live

Y1 Locating and naming the 2 continents and 2 oceans on a world map. Showing on a map which continent they live in.

Showing on a map the oceans nearest the continent they live in.

To know that a continent is a group of countries. To know that an ocean is a large body of water. Locating and naming the four countries of the United Kingdom (UK) and where they live on a map of this area.

Country – land/ nation with its own government

Y2 Locating and naming all the world's seven continents and 5 oceans on a world map. Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas and capital cities of the UK on a map.

Human and physical characteristics of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.

To know that a sea is a body of water that is smaller than an ocean. To know that a capital city is the city where a country's government is located.

Geographical Skills and Fieldwork II

Pupils learn:

EYFS: Comment on the features they see in their school and school grounds. Answer simple questions, guided by the teacher. Comment on the features they notice in their school and school grounds. Expressing their likes and dislikes about a specific place and its features with basic reasoning. Look at and draw simple maps. Beginning to use modelled directional vocabulary

Y1 Use an atlas to locate the UK and capital cities and map to locate the four countries. Using a world map and globe to locate two of the world's seven continents and Atlantic Ocean and Pacific Ocean

Use directional language to describe the location of objects in the playground and features on a map relative to others. Respond to instructions using directional language to follow routes. Use the compass points (N, S, E, W).

Recognise local landmarks and basic human/ physical features on aerial photographs. Drawing freehand maps using simple pictures or symbols. Adding labels to sketch maps.

Y2 Recognise why maps need a title. Using a world map, globe and atlas to locate all the world's seven continents and five oceans.

Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using a map to follow a prepared route.

Recognise city landmarks, human/ physical features on aerial photographs. Draw a map and using class agreed symbols to make a simple key. Finding a given OS symbol on a map with support. Beginning to draw objects to scale

Geographical Skills and Fieldwork III

Pupils learn:

Y1 An aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features. To know simple directional language. To know what a sketch map is.

Y2 A globe is a spherical model of the Earth. World maps are like a flattened globe. To know that a compass is an instrument we can use to find which direction is north. To know which direction is N, S, E, W on a map. To know that maps need a title, key and purpose. To know that an interview can be a way to find out people's views about their area. To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.

Human and Physical Geography

Pupils learn:

EYFS: Weather across the seasons. Impact of the changing seasons on the world around them. Naming the seasons in the correct context. Making observations about the features of places. Making observations about the characteristics of places.

Y1 How the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'.

Know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time and what a weather forecast is. To know that weather conditions can be measured and recorded.

Recognise some physical and human features in their locality and know what physical/ human feature means.

Y2 Locating some hot and cold areas of the world, Equator and North and South Poles on a map.

The Equator is an imaginary line around the middle of the Earth. To know other Equator facts. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather due to their location.

To describe the key physical features of a coast using subject specific vocabulary.

Coasts change over time

Key physical features of the UK.

Differences between a city, town and village.

Human features of a coastal town.

Sea -smaller body of water than an ocean

Place Knowledge

Pupils learn:

EYFS Discussing how environments in stories and images are different to the environment they live in.

Y1 Key similarities between their local area and a small area of a contrasting non-European country.

To know that life elsewhere in the world is often similar or different to ours.

Y2 Beginning to explain some key similarities/ differences between their local area and a small area of a contrasting non-European country.. What physical features occur in a hot/ cold place

Geographical Skills and Fieldwork I

Pupils learn:

Question –

EYFS/ Y1 Ask questions about the world

Y2- There are different ways to answer a question

Observe:

EYFS/ Y1 - Comment on the features they see in their school and school grounds.

Y2 – Discuss the features they see in the area surrounding their school Asking and answering simple questions about human and physical features of the area surrounding their school grounds

Measure

EYFS – Ask simple questions with support

Y1 – Ask questions about the features of their school and school grounds.

Y2 - Collecting quantitative data through a survey of the local area

Record

EYFS – Create features that pupils notice within school

Y1 – Draw features they notice in their school in correct relation to each other on a sketch map.

Y2- Classify features they notice into human and physical with teacher support. Take digital photographs of geographical features in the locality.

Present

EYFS – Express pros/ cons about a specific place and its features and begin to reason why.

Y1 – Record their feelings about a specific place and explaining why they like/dislike some of its features.

Y2 - Presenting data in simple tally charts or pictograms and commenting on what the data shows.