



# Geography Progression Map

Subject Leader: Miss Gutteridge

	Nursery	Reception	Year 1	Year 2
Locational and Place Knowledge	<p>Name the features of the school and local environment</p> <ul style="list-style-type: none"> <li>- Lamppost, street signs, door number</li> </ul> <p>Know and recognise some landmarks within the local environment</p> <ul style="list-style-type: none"> <li>- shops, Riversley park</li> </ul> <p>Know places which are special to them</p> <ul style="list-style-type: none"> <li>- Home, mosque, church</li> </ul> <p>(including individual experiences)</p>	<p>Talk about the similarities and differences between places that are familiar to them – school and home</p> <p>Understand that some places are hot and some are cold</p> <p>Know which animals live in which places</p> <ul style="list-style-type: none"> <li>- Penguins-cold</li> <li>- Camels – Hot</li> </ul> <p>Know where they live – house number/Nuneaton</p>	<p>Locate England, Scotland, Northern Ireland and Wales on the map of the United Kingdom. Identify these countries capital cities</p> <p>Identify the main rivers which that run through the United Kingdom – Severn and Thames.</p> <p>Compare an area of the UK (Nuneaton) with an area of Africa (Nairobi)</p> <p>Know home address – street name</p>	<p>Locate the 7 world continents and 5 oceans on a map identifying which continent we live in.</p> <p>Compare the size of the 7 different continents and identify some similarities and differences about each continent.</p> <p>Understand Geographical similarities of the UK and Ghana.</p> <p>Compare Antarctica and England using photos/videos to identify what is like to there.</p> <p>Understand where our school is in relation to the rest of the UK</p> <p>Know where key places are in the British Isles London, school, house, etc.</p>
Human and Physical Geography	<p>Recognise and identify different weathers</p> <ul style="list-style-type: none"> <li>- Rain, snow, wind, sun</li> </ul>	<p>Name the four seasons – Autumn, Winter, Spring, Summer</p> <p>Make and record observations of the environment.</p>	<p>Compare parts of the UK and Africa to identify similarities and differences linked to mountains, rivers, towns, cities, and villages.</p> <p>Understand that human features are man-made and physical features are natural.</p>	<p>Study Antarctica and understand it is the coldest place in the world and why it is so hard to live there.</p> <p>Compare the weather in Antarctica/Ghana to England and create weather diaries identifying any similarities and discuss this</p>

		Compare two places – forest/farm/under the sea/school	Create weather logs for different seasons and explore extreme weather – Floods, hurricanes, blizzard, Global Warming.	weather in relation to the equator – North and South poles.  Use language coast/beach sea/cliff/harbour/pier/port
Geographical Skills and Fieldwork	Identify key areas of the local area – house, church, mosque, shop  Use the language in/on/under/in front	Take photos of the local area and explain what and where they are.  Use photos and videos of our local environment to create simple routes which children can orally describe and explain.  Describe the position of objects – behind/next to	Create journey maps from a walk they have taken in the local area.  Use keys and symbols in map making.  Communicate their findings in both sketches and pictures.	Draw own maps of the local area.  Construct symbols to make keys of the local area.  Communicate findings in pictures, reports, graphs and diagrams.
Maps	Explore maps of familiar places including the area of local area – Locate home on maps.	Use pictorial and photographic maps to follow routes within school and the school grounds.	Use atlases, maps, globes and aerial photography to locate different places Create simple maps of routes within the local area and the school  Draw maps using a bird's eye view	Use atlases, globes and maps to locate different places. Use a given map to follow a route to find a final destination.  Draw maps of real or imaginary places.
Direction	Follow simple directions forwards and backward, right, left, up, down, through, over, under behind, start, finish	Use language forwards, backwards, turn to follow and give directions	Use directional language left, right, near and far	Use language north, south, east and west to follow directions using simple compasses.
Geographical Enquiry	Ask simple questions about the local environment	Ask and answer questions about the local area and beyond	Use books and pictures as a source of information  Investigate the local surroundings.  Make simple observations about why things happen	Ask simple questions - where is ...? what is it like...?  Make appropriate observation about why things happened

