



# Scartho Infants' School and Nursery

where we *play*, *learn* and *grow* together



## Geography – Progression Document

Skills, Knowledge and Vocabulary

	EYFS Early Learning Goals		FS1	FS2	
Location knowledge	Understanding the World	People, culture and communities	Discuss routes and locations, using words like ‘in front of’ and ‘behind’.	Understand what a map, atlas and globe are.	
Place knowledge			Understand position through words alone. For example, “The bag is under the table,” – with no pointing.		
Geographical skills and fieldwork			Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Recognise there are different countries in the world and that they may have similarities and differences
			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.		Follow a simple map of the school environment.
Human and physical geography	The natural world	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.	Describe a familiar route.	Observe the geography of the school grounds, including physical and human features.	
			Use all their senses in hands-on exploration of natural materials.	Recognise that some parts of the world are hotter and colder than ours.	
			Begin to understand the need to respect and care for the natural environment and all living things.	Recognise different types of weather.	
				Talk about some of the key features of different environments and how they might be different from each other (e.g. town / country).	
		Understand some important processes and changes in the natural world around them, including the seasons.		Recognise the key signs of Autumn and talk about them.	

## Marvellous Maps – Term 1

FS1	FS2
Sticky Knowledge	Sticky Knowledge
<ul style="list-style-type: none"> <li>• Name and locate areas around Nursery and grounds and recognise features</li> <li>• Recognise familiar features - houses, park, kitchen (role play)</li> <li>• Use simple 'Bear Hunt' maps linked to a story</li> <li>• Use simple maps - recognise water as blue and land as green on map</li> <li>• Name and locate places on simple floor mats</li> </ul>	<ul style="list-style-type: none"> <li>• Name, locate and recognise features and places of the school setting</li> <li>• Discuss immediate environment</li> <li>• Use maps, photographs and aerial views</li> <li>• Name the road in which school is located</li> <li>• Use simple maps</li> <li>• Make simple maps</li> </ul>
Subject specific vocabulary	Subject specific vocabulary
nursery, playground, classroom, toilets, office, school hall, house, park, kitchen, map, under, over, around, through, atlas, water, sea, land	classroom, corridor, school hall, offices, toilets, library, playground, field, nursery, tress, fence, car park, street, shop, map, aerial view, Edge Avenue, Grimsby, docks,

## Where in the World? – Term 3

FS1	FS2
Sticky Knowledge	Sticky Knowledge
<ul style="list-style-type: none"> <li>• Know there are different countries in the world and talk about differences they have experienced or seen in photos</li> <li>• Recognise places where people work - fire station (role play)</li> <li>• Use observational skills to locate people who help us in school</li> <li>• Introduce the idea of different countries in the world (India)</li> <li>• Holidays - different places around UK/ different countries</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some environments which are different from the one in which they live (cold lands) - through literacy and continuous provision</li> <li>• Discuss immediate environment</li> <li>• Know some similarities and differences between contrasting environments in this country</li> <li>• Contrast rural and urban - farm and city (London)</li> <li>• Recognise some similarities and differences between life in this country and life in other countries (India) Know some similarities and differences between contrasting environments - locate self in world</li> </ul>
Subject specific vocabulary	Subject specific vocabulary

countries, world, land, sea, United Kingdom, holiday, travel, aeroplane, boat / ship / ferry, Eurostar, places of work, fire station, shop, school, hospital, leisure centre, school, classroom, office, kitchen, caretaker's office, cleaner's cupboard, medical room, pastoral hub, India	environment, hot, cold, warm, cool, countries, world, land, sea, United Kingdom, continents, Europe, observation, geographical features, similarities, differences, rural, urban, countryside, town, India
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Weird Weather – Term 5	
FS1	FS2
Sticky Knowledge	Sticky Knowledge
<ul style="list-style-type: none"> <li>• Observe the weather (then this can be ongoing)</li> <li>• Simple 'Bear Hunt' maps and weather linked to the story</li> <li>• Holidays - different places around UK/ different countries</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the weather</li> <li>• Describe how the weather is different in different seasons</li> <li>• Compare UK weather to that of other countries</li> </ul>
Subject specific vocabulary	Subject specific vocabulary
sun, wind, rain, snow, cloud, fog, hail, thunder and lightning, hot, cold, warm, cool	sun, wind, rain, snow, cloud, fog, hail, thunder and lightning, storm, hot, cold, warm, cool, overcast, damp, dry, heat, humidity, season

Skills	KS1 National Curriculum	Year 1	Year 2	LKS2 National Curriculum
Location knowledge	Name and locate the world's seven continents and five oceans.	Name the three main seas that surround the UK.	Name and locate the five oceans of the world.	Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics
			Name and locate the seven continents of the world.	
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom.	Name and locate the four capital cities of England, Wales, Scotland and Northern Ireland.	Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed
				Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones;

Place knowledge	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.	Understanding the geographical similarities and differences of a city and a village	Understanding the geographical similarities and differences of a small area in the UK with a contrasting non-European country.	Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom
				Explore similarities and differences, comparing the human geography of a region of the UK and a region of South America
				Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom
				Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America

Skills	KS1 National Curriculum	Year 1	Year 2	LKS2 National Curriculum
Human and physical geography	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.	Identify seasonal and daily weather patterns in the UK.	Identify seasonal and daily weather patterns in hot and cold areas in the world in relation to the Equator and South Poles.	
	Use basic geographical vocabulary to refer to <b>key physical features</b> , including: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i>	Identify and use geographical vocabulary to refer to <b>key physical features</b> : <i>beach, cliff, coast, sea, ocean, season</i>	Identify and use geographical vocabulary to refer to <b>key physical features</b> : <i>forest, hill, mountain, river, soil, valley, vegetation.</i>	physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle
	Use basic geographical vocabulary to refer to <b>key human features</b> , including: <i>city, town, village, factory, farm, house, office, port, harbour and shop.</i>	Know the <b>key human features</b> , such as city, town and village.	Use geographical vocabulary to refer to port, harbour, farm.	human geography, including: types of settlement and land use
		Use geographical vocabulary to refer to house, factory, office and shop.		

Skills	KS1 National Curriculum	Year 1	Year 2	LKS2 National Curriculum
Geographical skills and fieldwork	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.	Know their own address, including postcode.		use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
		Locate and identify the name of their nearest town / city.		
		Using atlases, locate where the Equator, North Pole and South Pole are.		
	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.	Use simple compass directions ( <i>North, South, East, West</i> ).	Understand and use directional language ( <i>left, right, below, near, far</i> ) to describe the location of something.	
			Describe the location of features and routes on a map.	
	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.	Use aerial photos of the local area to identify landmarks.	Devise a simple map using aerial photos and construct basic symbols in a key.	use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world
			Recognise landmarks on a map.	
		Identify symbols on an OS map – place of worship, road, school, post office.	Identify symbols on an OS map – footpath, coniferous trees, non-coniferous trees, sand.	
	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.	Use simple fieldwork and observational skills to study the geography of the school, its groups and the physical features of the surrounding environment.	Perform a local study.	use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies
		Use plans of the school.		
		Identify simple types of buildings and places in the local area and recognise their features.	Recognise and record different types of land use, buildings and environments.	

# Marvellous Maps – Term 1

## Year 1

### Sticky Knowledge

- The word aerial means from above
- When we look at something from above we call this an 'aerial view'
- Sometimes objects look different from an aerial view
- Maps give us information about places
- Location means where something is
- Maps use symbols to show where certain things are
- Location means the place where something is
- We can use words to describe location
- We can use words to compare the location of two different places
- We can give directions such as forwards, backwards, left or right
- Compasses can be used to find direction
- A compass has four points; north, south, east and west
- Maps often have a title, labels and symbols and a key
- Maps often have a compass showing north, south, east and west
- Maps give us information about places
- Maps are drawn from an aerial view
- Maps contain symbols which are explained in the key

### Subject specific vocabulary

above, aerial, atlas, backwards, behind, below, buildings, close to, closer than, closest, compass, continent, country, direction, east, familiar, far, forwards, further than, furthest, identify, in front, information, key, label, left, locality, location, map, near, nearby, next to, north, ocean, perspective, place, right, satellite, south, symbol, title, view, west, world

# Marvellous Maps – Term 1

## Year 2

### Sticky Knowledge

- Key features of a map.
- Maps often have a compass showing north, south, east and west
- Maps give us information about places
- Maps are drawn from an aerial view
- Maps contain symbols which are explained in the key
- The four points of a compass (north, south, east and west).
- A map should not be rotated when planning a route (it should always have north at the top).
- When planning a route, we first need to identify our starting point and our end point destination.
- We follow paths and roads and junctions on a map when planning a route.
- We can use compass points, left, right, forwards and backwards to describe direction on a map.
- We can use points of interest as reference points when giving directions.
- An atlas is a book of maps.
- A contents page in an atlas lists the main sections included in the atlas in order of page number.
- An index in an atlas helps you find the page for specific information which is set out in alphabetical order.
- There are four countries of the UK (NEWS = Northern Ireland, England, Wales and Scotland)
- The capital city of Northern Ireland is Belfast, England is London, Wales is Cardiff and Scotland is Edinburgh.
- The five oceans of the world are Atlantic, Pacific, Southern, Arctic and Indian.
- A landmark is 'an object or feature of a landscape or town that is easily seen and recognised from a distance, especially one that enables someone to establish their location.'
- Landmarks can be human or physical geographical features.
- Landmarks are often labelled on a map.
- Grimsby docks, the estuary and beach are the most identifiable landmarks in our local area.
- Aerial view and 'bird's-eye view' mean the same thing.
- Different geographical environments can look and feel different.

### Subject specific vocabulary

above, aerial, aerial view, Africa, Antarctica, Arctic, Atlantic, atlas, Asia, Belfast, below, bird's eye view, capital city, Cardiff, compass, contents, continent, country, destination, direction, distance, east, Edinburgh, England, Europe, far, geographical features, ground level view, human features, index, Indian, junction, key, land mass, landmark, left, local area, London, man-made, map, map symbols, mass, natural, near, north, North America, Northern Ireland, ocean, Oceania, Pacific, page numbers, path, perspective, physical features, right, road, route, salt water, satellite, scale, Scotland, sea, senses, south, South America, Southern, symbols, The United Kingdom of Great Britain and Northern Ireland, time, transport, Wales, water, west