

Langley Mill Church of England Infant School and Nursery – Curriculum Progression

Geography

Location Knowledge

Pre-nursery	Nursery	Reception	ELG	Year 1	Year 2	Mastery & Greater Depth
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Understand position through word alone. (M) Describe a familiar route. (M) Discuss routes and locations, using words like ‘in front of’ and ‘behind’. (M) 	<ul style="list-style-type: none"> Draw information from a simple map. (UW) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Identifies the four countries making up the United Kingdom. Names the continents of the World and finds them in an atlas. Finds where they live on a map of the UK. Names the capital cities of England, Scotland, Ireland and Wales. 	<ul style="list-style-type: none"> Identifies where significant places are located in the UK, Europe and the wider world. Names some of the main towns and cities in the United Kingdom. Names the World’s oceans and find them in an atlas. Points out where the equator, North Pole and South Pole are on a globe or atlas. Points out the North, South, East and West associated with maps and compass. 	<ul style="list-style-type: none"> Locates some of the world’s major rivers and mountain ranges. Names a few towns in the north and south of the UK.

Place Knowledge

<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs. (UW) 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. (UW) 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UW) Explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. (UW) 	<ul style="list-style-type: none"> Explores and discovers the interesting features of the local environment. Explains what makes a locality special. Describes some places which are not near the school. Describes some of the features associated with an island. Explores and discovers where different foods come from. Tells someone something about the people who live in hot and cold places. 	<ul style="list-style-type: none"> Asks and responds to geographical questions about people, places and environments. Identifies links between their locality and other places in the UK and beyond. Makes simple comparisons between features of different places and says how these features influence life there. Describes some human features of own locality such as the jobs people do. Explains how the jobs people do may be different in different parts of the world. Describes how people can make their environment better and worse. Describes what facilities a town or village might need. 	<ul style="list-style-type: none"> Identifies similarities and differences between places and environments and understands how they are linked. Explores places with different climate zones. Asks and responds to questions to develop a s
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Human and Physical Geography

<ul style="list-style-type: none"> Explore natural materials, indoor and outdoors. (UW) Explore and respond to different natural phenomena in the setting and on trips. (UW) 	<ul style="list-style-type: none"> Use all of their senses in hands-on exploration of natural materials. (UW) Begin to understand the need to respect and care for the natural environment and all living things. (UW) 	<ul style="list-style-type: none"> Explore the natural world around them. (UW) Recognise that some environments are different to the one in which they live. (UW) 	<ul style="list-style-type: none"> Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class. (UW) Understand some important processes and changes in the natural world around them, including seasons. (UW) 	<ul style="list-style-type: none"> Recognises different types of weather and climate. Begins to explain why they would wear different clothes at different times of the year. Explains the main features of a hot and cold place. Answers questions about the weather. Keeps a weather chart. Recognises, observes, describes and records physical and human features. Describes the key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley. Names the key features associated with a town or village e.g. church, farm, shop, house. 	<ul style="list-style-type: none"> Discusses how weather affects our lives. Investigates, measures and records changes in the weather. Communicates in different ways using appropriate geographical vocabulary e.g. locational and directional language. Answers questions using a weather chart. Makes plausible predictions about what the weather may be like in the day or tomorrow. Names the key features associated with a town or village, e.g. factory, detached house, semi-detached house, terraced house. 	<ul style="list-style-type: none"> Investigates key aspects of human and physical geography. Identifies how the ways in which people live sometimes have consequences for the environment. Explains how different weather affects different people. Makes inferences by looking at a weather chart. Makes predictions about what the weather might be like in different parts of the world.
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Geographical Skills and Fieldwork

<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Draw information from a simple map. (UW) 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UW) Explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. (UW) 	<ul style="list-style-type: none"> Expresses their own views about features of the environment. Communicates in different ways using simple geographical information and vocabulary. Uses simple field work skills. Uses globes, maps and plans. Makes simple plans. 	<ul style="list-style-type: none"> Locates key features on globes, maps and plans. Makes simple maps and plans. Uses simple compass directions. Uses aerial photographs and plan perspectives to identify landmarks and features. Uses field work and observational skills to carry out simple tasks. 	<ul style="list-style-type: none"> Uses atlases, globes, maps and plans at a range of scales and draw simple maps and plans. Collects and records evidence and begins to offer explanations. Collects and analyses a range of data from simple fieldwork experiences. Can find the longest and shortest route using a map
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