

Saint Margaret Mary's Catholic Infant School  
Geography Progression

Nursery	Reception		Year 1	Year 2
<ul style="list-style-type: none"> <li>• Draw information from a simple map and photographs.</li> <li>• Explore and interpret the natural world around them.</li> <li>• Listen, respond and interpret a range of stories, texts and genres.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from a simple map and photographs.</li> <li>• Explore and interpret the natural world around them.</li> <li>• Listen, respond and interpret a range of stories, texts and genres.</li> </ul>	<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• To collect, interpret and communicate data gathered through field work.</li> <li>• Use and interpret maps, globes and aerial photographs.</li> <li>• Communicate geographical information in a variety of ways.</li> <li>• To develop knowledge about the world, the United Kingdom and their locality.</li> <li>• Understand and use basic subject-specific vocabulary relating to human and physical geography.</li> <li>• To compare similarities and differences between an area of the United Kingdom and a contrasting non-European country</li> </ul>	

	<b>Nursery</b>	<b>Reception</b>		<b>Year 1</b>	<b>Year 2</b>
	<ul style="list-style-type: none"> <li>• Talk about simple journeys that are familiar to them.</li> <li>• Play and interact with floor maps using small world resources.</li> <li>• Make observations in the outdoor environment using all their senses.</li> <li>• Understanding position through prepositional language.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and interact with maps using small world resources and begin to recognise geographical features.</li> <li>• Begin to add geographical features to simple maps.</li> <li>• Look and find features on a simple map.</li> </ul> <p>Make and discuss observations in the outdoor environment and offer for reasons.</p>	<p><b>Geographical Skills and Fieldwork</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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>• use simple fieldwork and observational skills to study the</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</li> <li>• 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</li> <li>• use simple fieldwork and observational skills to study the</li> </ul>

				<p>geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <ul style="list-style-type: none"> <li>• use world maps to identify the 4 countries of the United Kingdom</li> </ul>	<p>geography of a local beach</p>
	<ul style="list-style-type: none"> <li>• Begin to understand the need to look after the environment and all living things.</li> <li>• To begin to make observations about the immediate weather conditions around them.</li> </ul>	<ul style="list-style-type: none"> <li>• To show awareness of how they can look after the environment and all living things.</li> <li>• Describe what they see, hear and feel while outside.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Observe and discuss natural weather conditions and the causes and effects that weather has. (for example, water freezing)</li> <li>• Understand some important processes</li> </ul>	<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>• identify daily weather patterns of the United Kingdom</li> <li>• use basic geographical vocabulary to refer to key physical and human features</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• use basic geographical vocabulary to refer to key physical human and physical features</li> </ul>

and changes in the natural world around them, including the seasons and changing states of matter.

- 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;
- Recognise features of the environment that are manmade or natural
- Name and describe people who are familiar to them
- Talk about members of their immediate family and community
- Understand that some places are special to members of their community and recognise that people have different beliefs

and celebrate times in different ways

- Explore the natural world around them, making observations and drawing pictures of animals and plants (The Natural World ELG)
- Understand some important processes and changes in the natural world around them, including changing states of matter. (The Natural World ELG)
- 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 their immediate environment using knowledge from observation, stories, non-fiction texts and

		maps (People, culture and communities)			
	<ul style="list-style-type: none"> <li>• To begin to know and show some understanding that there are different countries in the world.</li> <li>• Use photographs and pictures to talk about differences and personal experiences of holidays.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise through observation, stories, discussion, non-fiction texts and maps the similarities and differences between their environment and another.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>• Recognise some similarities and differences between life in this country and other countries</li> <li>• Recognise some countries are different from the one in which they live</li> </ul>	<p style="text-align: center;"><b>Place Knowledge/ Locational Knowledge</b></p>	<ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>• name and locate the world's 7 continents and 5 oceans</li> <li>• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (recaps)</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

## Geography Vocabulary List

Nursery	Reception	Year 1	Year 2
<p>Beach, woods, volcano, hill, sea, seaside, farm, house, shop, school, country, church, world, season, autumn, winter, spring, summer, weather, sunny, wet, cloudy, rain, hot, dry, cold, snow, fog, ice, under, on top, next to, behind, in front, road, building, railway, station, fire fighter, nurse, doctor, teacher, police officer, vet</p>	<p>As nursery plus...  near, far, countryside, river, soil, city, village, town, forest, mountain, same, different, changes, map, geography, farm, animals, school, country, church, world, season, map, autumn, winter, spring, summer, weather, sunny, wet, cloudy, rain, under, on top, next to, behind, in front, road, building, railway, station, religion, community, family, Diwali, religion, celebration, melting, freezing, frozen, cold, snow, ice, fog, weather, winter  countryside, river, soil, city, village, town, forest, mountain, same, different, changes, map, geography, bridge, farm, woods, volcano, hill, shop, China, Chinese, Mandarin, Great Wall of China, pandas, bamboo, chopsticks  Australia, English, kangaroo, koala, wombat, Sydney Opera House, map, journey, sea, seaside, beach, hot, dry, spring, summer, Olympics, sport, medal, country, water, sea, ocean, animals, journey, weather</p>	<p>As reception plus...  Map, Symbol, Key, school, address, building, landmark, feature, local area, Pilch Lane, Road, Feature, shop, church, fieldwork, safety, label, ariel photograph, emptions, route, observation, watch, senses, travel, scale, key, positional language, next to, in, underneath, behind, in front of, in-between, to the side of, left, right, on top of, positional language, job, interview, questions, weather, seasons, temperature, autumn and change, Town, city, village, settlement, population, house, live, rural area, urban area, industrial area, factories, recycling facilities, residential area, transportation, port, similarities, differences, human feature, physical feature, farm, office, port, harbour and shop, United Kingdom, England, Scotland, Northern Ireland, Wales, capital city, Irish Sea, London, Cardiff, Belfast, Edinburgh, compass point, north, east, south west, direction, left, right, island, forest, mountain, map, bridge, countryside, river, cliff, coast, culture</p>	<p>As year 1 plus...  Earth, ocean, land, country, continent, globe, human feature, physical feature, mountain, valley, landmark, map, atlas, satellite, wind, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole, Equator, Arctic Circle, Antarctic Circle, Ice, Desert, Rainforest, Climate Change, soil, valley, hill, thermometer, temperature, planet, space, 2D, 3D, Asia, Africa, North America, South America, Antarctica, Europe, Oceania (Australia), Southern Ocean, Arctic Ocean, ice, permanent ice, midnight Sun, solar energy, United Kingdom, Europe, South America rainforest, tropical, climate change, conservation, tourists, polar, Rio de Janeiro, Windermere, Settlements, Amazon Rainforest, Indigenous communities, conservation, deforestation, sustainability, climate, degrees Celsius, climate zone, Equator, Northern Hemisphere, Southern Hemisphere, settlements, coast, lake, Indigenous communities, deforestation, Rio de Janeiro, migration, weather, urbanization, poverty, favelas, population, vegetation, Earth, port, harbour, farm, house, sea, Pacific Ocean. Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, seaside, wild life, conservation, coast, coastline, beach, cliff, sand dune, rock pool, observe, lighthouse, vegetation, shop, climate change, water level, river, cave, fieldwork, virtual fieldwork, tourism, litter, pollution, plastic pollution, collect, data, graph</p>