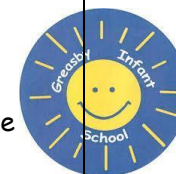


Geography Overview and Progression Grid

F1	<p>Topics to be covered over the year:</p> <p>(As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)</p>			
Vocabulary	Greasby, sea, map, world, up, down, forwards, backwards, near, far, cold/ hot, sand			
Through Direct Teaching and Continuous Provision	<p>They explore different communities around the world when studying celebrations and understand that not everywhere is the same as here.</p> <p>Consider where they are on a map</p> <p>Talk about places they have visited</p> <p>Explore the school and its various locations (field, woods, playground, quad)</p> <p>Talk about the weather and season</p>			
By the end of F1 children will be able to:	<p>Recognise some similarities and differences between our country and others,</p> <p>Know stories can come from other countries</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons.</p>			
Tell me five things!				
I can say that I go to school in Greasby	I can name at least 2 different places within my school.	I can tell you about a cold place	I can tell you about a hot place	I know there are lots of different places in the world.

F2	<p>Topics to be covered over the year: Our immediate location, Our Community, Our country, Other places, The Arctic.</p> <p>(As a school, we always follow a child's line of enquiry within their learning, which can direct the topics too.)</p>
Vocabulary	world, ocean, country, town, village, city, community, England, UK, Wirral, Greasby, close by, far away, map, globe, earth, up, down, next to, right, left, turn
Through Direct Teaching and Continuous Provision	<p>Throughout Reception children will be exposed to Geographical Knowledge and skills:</p> <p>They explore different communities around the world when studying celebrations and understand that not everywhere is the same as here Consider where they are on a map - look at globes, atlases, maps Understand what is in our local community - schools, hospitals, homes, shops, They explore the local community through walks around the area Through study of animals they look at how different regions compare to the UK - weather, key physical features They are introduced to the concept of seasons Explore habitats in the forest Maps form part of continuous provision opportunities e.g. map through a town, map of a journey a character makes in the story</p>
By the end of Reception Children will be able to:	<p>Create a 3d map - using images of our local area Represent a journey in a 2d map Recognise some similarities and differences between our country and others, Know stories can come from other countries Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. Know what is in our locality - (police, fire, library, church, Zoo, hospital) Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts, and maps 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 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</p>



Tell me five things!

I can say that a map is used to show where places are located and how to get around.	I can tell you 3 different areas of our school and its grounds (e.g the woods, the quad, the playground)	I can tell you that I live in England and name one other country of the UK.	I can tell you the 4 seasons: Spring, Summer, Autumn, Winter.	I can tell you 2 facts about the Arctic
--------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------	---------------------------------------------------------------	-----------------------------------------



Year 1	Topics to be covered over the year: Our School, Greasby The UK, Seasons, Australia		
Vocabulary	<p>near, far, left, right, back, forward, plan, globe, atlas, map, bungalow, transport, semi-detached, local, address, weather terminology, summer, winter, autumn, spring, seasons, back, similar, different, bigger, smaller, north, south, east west, man-made, natural, England, Scotland, N Ireland, Wales, UK</p> <p>Human features vocab: city, town, village, building, road, factory, farm, house, office, port, harbour, shop</p> <p>Physical features vocab: beach, coast, sea, ocean, river, mountain, cliff, forest</p>		
Location and Place Knowledge	Human and Physical Geography	Mapping Skills	Fieldwork / Investigation Skills
Know about the local area, and name and locate key landmarks (through fieldwork and through 'travel bear')	Recognise different human and physical features of the local area (Greasby).	Use picture maps and globes to locate Greasby, UK, Australia. Use globe to locate the poles, equator, north and south hemispheres	Use information books/pictures as sources of information
Use world maps atlases and globes to identify the United Kingdom	Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country (Australia)	Use relative vocabulary e.g. bigger/smaller hotter/colder richer/poorer	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.
Name and locate the 4 countries of the UK and name the main 3 surrounding seas.	Be able to verbalise and write about similarities and differences between the features of two places.	Use a simple picture map to move around school: Recognise that it is about a place use locational and directional language [for example, near and far; left	Use fieldtrip around Greasby to discover key physical and human features of local area.

		and right] forward backward, to describe the location of features and routes on a map	Teacher led enquiries, to ask and respond to simple questions.
Locate Australia on a map	Identify seasonal and daily weather patterns in the United Kingdom. To know the terms: summer, winter, autumn and spring. To know that hottest and coldest. To know and recognise main weather symbols.	Devise a simple map of an area familiar to them (classroom, school)	Conduct fieldwork in the school grounds to gather data to identify daily weather patterns, and to identify seasonal changes.
Express own views about a place, people and environment.	Use basic geographical vocabulary (above) of key human and physical features to describe a country or location.	Use aerial photographs and plan perspectives to recognise familiar local landmarks and basic human and physical features;	Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?
	To know the difference between hot and cold places and where to locate them.		

Tell me 5 things!				
I can find places on a simple map of the school	I can tell you 3 features or buildings you can find in Greasby	I can name and locate the 4 countries of the UK on a map.	I know features of the 4 seasons: Autumn, Winter, Spring, Summer.	I can tell you 3 things about Australia.



Year 2	Topics to be covered over the year: The Continents and Oceans of the World, UK, it's surrounding seas and capital cities, Compass Skills, Caribbean countries.		
Vocabulary	England, Scotland, Northern Ireland, Ireland, Wales, N, S, E, W, city, sea, ocean, location, aerial view, route, landscape, environment, Edinburgh, London, Cardiff, Belfast, Dublin, desert, vegetation, equator, North Pole, South Pole, Irish Sea, North Sea, English Channel, distant, Europe, Asia, North America, South America, Antarctica, Australasia, Africa, Pacific Ocean, Atlantic Ocean, Southern Ocean, Indian Ocean, Arctic Ocean		
Location and Place Knowledge	Human and Physical Geography	Mapping Skills	Fieldwork/Investigation Skills
Name, locate and identify characteristics of the four countries, and capital cities of the United Kingdom and its surrounding seas.	Build on geographical vocabulary introduced in Year 1 to refer to key physical features, including: beach, cliff, coast, sea, ocean, river, forest, mountain and weather.	Use simple compass directions and locational and directional language to describe the location of features and routes on a map: north, south, east, west, left, right, below, above, near, far, next to	Use different sources of information such as maps, globes, atlases, photographs and the internet to find out different information.
Name and locate the 7 continents of the world. Asia, Africa, N America, S America, Antarctica, Europe and Australasia.	Build on geographical vocabulary introduced in Year 1 to refer to key human features, including: city, town, village, factory, farm, house, buildings, harbour and shop	Write compass points on a compass, know that there are other points - NW, NE, SW, SE.	Use aerial photos of larger areas that have been studied to recognise landmarks and basic human and physical features.
Name and locate the 5 oceans of the world. Indian, Arctic, Southern, Pacific, Atlantic.	Explore some key human and physical features linked to the four capital cities in the UK.	Devise a simple map and use and construct basic symbols in a key. Begin to understand the need for a key.	Use simple fieldwork and observational skills to study the key human and physical features of the local environment.

Identify hot and cold areas of the world in relation to the Equator and the N & S Poles. Antarctica, Caribbean, UK.		Use globes and atlases to find land and sea, and to identify countries, continents and oceans beyond the UK.	
Identify hot and cold areas of the world in relation to the Equator and the N & S poles. Antarctica, Caribbean, UK.			

Tell me 5 things you know!

I can name the capital cities of the UK countries.	I can name some examples of physical and human features.	I can name the 7 continents and locate them on a world map.	I can use North, South, East and West to locate places on a map. (eg. London is South of Greasby)	I can explain why countries are hot or cold depending on where they are positioned in the world (near/far from the equator)
----------------------------------------------------	----------------------------------------------------------	-------------------------------------------------------------	---------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------