



Carlisle Infant School



Geography: EYFS Development Matters and KS1 National Curriculum Progression Grid

		Autumn Term	Spring Term	Summer Term
Year R	Progression – Objectives/Skills:	<p>Describe what they see, hear and feel whilst outside.</p> <ul style="list-style-type: none"> Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. <p>Understand the effect of changing seasons on the natural world around them.</p> <ul style="list-style-type: none"> Guide children’s understanding by drawing children’s attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play. 	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <ul style="list-style-type: none"> Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom, listen to what children say about what they see. Avoid stereotyping and explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. <p>Draw information from a simple map.</p> <ul style="list-style-type: none"> Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. 	<p>Explore the natural world around them.</p> <ul style="list-style-type: none"> Provide children with have frequent opportunities for outdoor play and exploration. Create opportunities to discuss how we care for the natural world around us. After close observation, draw pictures of the natural world, including animals and plants. <p>Recognise some environments that are different to the one in which they live.</p> <ul style="list-style-type: none"> Teach children about a range of contrasting environments within both their local or national region. Model the vocabulary needed to name specific features of the natural world, both natural and man-made. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
	Vital Vocabulary:	<p>Spring, Summer, Autumn, Winter, Seasons Weather, rain, sun, cold, warm, hot Nature, land, sky, garden, park, trees, flowers, leaves. Hibernation, nocturnal,</p>	<p>World, country, town, Broad Lane, Hampton, home, away, abroad, near ,far. Maps, route, travel, birds-eye view/aerial view, plan view, Google Earth Temperature, weather, life, buildings, land, sea, open space, roads</p>	<p>Recycling, nature, natural world, environment Natural, man-made Near, far, local, distant Similarity, difference,</p>

EYFS Enrichment Opportunities:	EYFS Enrichment Opportunities:	EYFS Enrichment Opportunities:
<p>Forest school day-outdoor learning day- link to seasons.</p> <p>'Getting to know you'</p> <p>Choose countries that children have visited/ show an interest in/ family connections to discuss and observe differences & similarities. Locate on class wall world map.</p>	<p>Carlisle Park- mapping on return</p> <p>Draw maps/ plan views of route taken.</p> <p>Cross curricular opportunities:</p> <p>Role play Little red riding hood's route through the forest and draw a map of her route.</p> <p>Same with Goldilocks and Story of Rosie's walk.</p> <p>Local area- Count traffic type passing school.</p>	<p>Bocketts Farm visit. Compare and contrast a farm locality with their own. Explore differences and similarities between habitats for animals and humans.</p>

Autumn Term	Spring Term	Summer Term
<p>Progression – Objectives/Skills:</p> <p>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</p> <ul style="list-style-type: none"> • <i>Begin to develop a knowledge of the world – identifying shapes on the map as ‘countries’ and large areas of blue as ‘oceans/seas’</i> • <i>Learn to identify the north and south poles on a world map/globe</i> • <i>Locate the Equator and recognise its distance from the poles in relation to Earth’s temperature</i> • <i>Name Arctic and Antarctic and locate accurately</i> 	<p>Progression – Objectives/Skills:</p> <p>Human and physical geography Use basic geographical vocabulary to refer to: <u>Key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <u>Key human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <ul style="list-style-type: none"> • <i>Study maps outlining Jurassic coast (Devon/Dorset)</i> • <i>Teach geographical vocabulary – Human/Physical features and identify key vocab (in bold above) whilst studying the work of Mary Anning</i> <p>Geographical skills and fieldwork 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <ul style="list-style-type: none"> • <i>Begin to study aerial photographs to recognise areas where dinosaur skeletons were discovered and human/physical features of Lyme Regis – Dorset</i> • <i>Begin using the locational language to identify where skeletons were located</i> 	<p>Progression – Objectives/Skills:</p> <p>Locational knowledge Identify characteristics of the four countries and capital cities of the United Kingdom</p> <ul style="list-style-type: none"> • <i>Children are able to name and identify the four countries and capital cities of UK to introduce focussed study of Hampton.</i> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries 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 Devise a map and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • <i>Children use maps, atlases and Google Earth to identify the four countries and capital cities of UK to introduce focussed study of Hampton.</i> • <i>Use local maps and Google Earth to study the local environment, roads and high street</i> • <i>Create own maps of the local area and route to get from the high street to school</i> • <i>Develop understanding of the local environment through first-hand observation: visits to Hampton Hill / Bushy Park</i> <p>Human and physical geography Use basic geographical vocabulary to refer to: <u>Key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <u>Key human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <ul style="list-style-type: none"> • <i>Through focussed study of Hampton, study make up of high street, local rivers (Thames and Longford).</i> • <i>Identify key human and physical features of the local area.</i>

Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
<p>Weather, Earth, season, temperature, climate, cold areas, hot areas North Pole, South Pole, Arctic, Antarctic, Equator, oceans, seas, globe Countries, continent, distance, near, far</p>	<p>Human features, physical features, beach, cliff, coast, mountain, sea, ocean, house, harbour, shop Maps, field sketch, plan view, coastline Compass Directions, North, South, East, West, near, far, left, right Aerial photographs, birds eye view, aerial view, landmarks,</p>	<p>Countries, cities, capital cities, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, Hampton, town Key, rivers, buildings, landmarks, route, roads, environment Hill, season, weather, village, house, office, shop beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <u>Key human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
Year 1 Enrichment Opportunities:	Year 1 Enrichment Opportunities:	Year 1 Enrichment Opportunities:
<p>Mapping Classroom and school for a visitor to follow. What improvements could be made to our school environment? Bushy Park – seasonal walk.</p> <p>Diary entry- Day in the life of someone who lives on the Equator, North Pole South Pole Compare physical & human similarities and differences of each region.</p>	<p>Fossil collector to visit school.</p> <p>Traffic tally chart outside school. Compare and contrast transport. Discuss why certain types of transport are seen here.</p> <p>Visit Hampton High Street. Why are these buildings/ landmarks here? Visit library for a story. Draw map of route on return. Discuss likes and dislikes of local area.</p>	<p>Painshill Park visit. Orienteering opportunities. Compare and contrast this semi-rural location with urban location of Hampton Hill.</p>

	Autumn Term	Spring Term	Summer Term
	<p>Progression – Objectives/Skills:</p> <p>Locational knowledge Name and locate the world’s seven continents and five oceans Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <ul style="list-style-type: none"> • Children can confidently name the world’s seven oceans and seven continents in order of size • Children can explain what the landscapes/common weather traits are like in the four countries of the UK and can recall some famous landmarks. <p>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</p> <ul style="list-style-type: none"> • Label and discuss the countries identified on a UK/world map • Label and identify countries/continents and oceans studied so far • Identify key countries of the world that have rainforests • Children can identify the planned route of the Titanic naming the relevant countries and oceans 	<p>Progression – Objectives/Skills:</p> <p>Human and physical geography 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</p> <ul style="list-style-type: none"> • Use aerial photography to identify key London landmarks • Devise maps for imaginary lands for mythical creatures including key landmarks and aerial features <p>Geographical skills and fieldwork 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</p> <ul style="list-style-type: none"> • Describe routes around London using directional language and landmark locations including compass directions 	<p>Progression – Objectives/Skills:</p> <p>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</p> <ul style="list-style-type: none"> • Identify Hampton on a map of England • Study and compare small town in contrasting non-European country • Consider journey and route involved in travelling to contrasting location
	<p>Vital Vocabulary:</p> <p>Asia, Africa, North America, South America, Antarctica, Europe, Oceania, Pacific, Atlantic, Indian, Arctic, Southern Oceans Rural, Urban, Farmlands, countryside, seaside, coast Rain, Sunshine, Windy, Snow, Sleet Equator, Amazon Rainforest, Madagascan Rainforest, Congo River Basin Rainforest Landmarks, maps</p>	<p>Vital Vocabulary:</p> <p>Aerial photographs, aerial view, landmarks, route, human features, physical features North, South, East and West, compass directions Location. Left, right Adapt/ change/replace/ why/ how/</p>	<p>Vital Vocabulary:</p> <p>Urban, rural, produce, export, import. Similarities/ differences, location, map, atlas, globe, town, city, village, settlement. Population, human. Physical.</p>
	<p>Year 2 Enrichment Opportunities:</p> <p>Wisley RHS visit to experience rainforest climate. Mapping of Titanic’s route.</p>	<p>Year 2 Enrichment Opportunities:</p> <p>Visit famous landmark of capital city of England. Tally chart of traffic use by school. Devise symbols.</p>	<p>Year 2 Enrichment Opportunities:</p> <p>India – (Non EU location.) local area study Compare Chembakolli with Hampton Hill. Visit Hampton Hill to record facilities on a tally/ bar graph. Walk to linked Junior school for transition. Draw map of route on return to school noting advantages and disadvantages of local environment.</p>