



# GEOGRAPHY PROGRESSION GRID

**Intent:** At Dorothy Barley Infant School, we believe that a high-quality Geography curriculum is based on active and hands-on experiences, nurturing curiosity about the world around us. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it, linking to the diverse community in which they live. The curriculum is built around the four main areas: place knowledge, locational knowledge, human and physical features and geographical skills and fieldwork. In each of these areas we deliver a strong foundation of geographical skills and knowledge, preparing the children well for the Geography curriculum at Key Stage Two and beyond.

<p><b>SHINE:</b></p> <p><b>S</b> – Sparking curiosity  <b>H</b> – Hands on and active learning  <b>I</b> – Independence  <b>N</b> – New knowledge and skills  <b>E</b> – Empowering experiences</p>	<p><b>SMSC:</b></p> <p><b>S</b> – Spiritual  <b>M</b> – Moral  <b>S</b> – Social  <b>C</b> – Cultural</p>
---	---

NURSERY	RECEPTION	YEAR 1	YEAR 2
---------	-----------	--------	--------

<b>KEY VOCABULARY</b>	journey travel map world globe country hot cold weather rain snow sun	map road town shop house building flag ocean sea spring summer autumn winter school	geography capital city continent England Scotland Northern Ireland Wales Human Physical compass direction North South East West	season rainfall island mountain ocean hill beach coast village	Equator North Pole South Pole climate rainforest river desert Arctic Antarctic aerial key features address fieldwork city	landmark port harbour symbol route direction scale
-----------------------	--	--	---	--	---	--

NURSERY	RECEPTION	YEAR 1	YEAR 2
---------	-----------	--------	--------

<b>Locational Knowledge</b>			
Know that there are different countries in the world ( <i>focus on African countries</i> )	Name some of the countries in the world ( <i>focus on India</i> )  Understand that there are oceans/seas	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	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 ( <i>Focus on London</i> )

### Place Knowledge

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos ( <i>focus on African countries</i> )	Recognise some similarities and differences between life in this country and life in other countries  Teach children about places in the world that contrast with locations they know well ( <i>India</i> )	Understand geographical similarities and differences throughout studying the human and physical geography of a contrasting non-European country ( <i>Nigeria</i> )	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom ( <i>London</i> ) and of a small area in a contrasting non-European country ( <i>Amazon rainforest, Brazil</i> )
---	---	--	---

### Human and Physical Geography

Describe what it is like in different countries through looking at photographs, props and books  Use all their senses in hands-on exploration of the natural world	Use relevant, specific vocabulary to describe contrasting locations  Explore the natural world around them (weather and seasons)  Recognise some environments that are different from the one in which they live  Model the vocabulary needed to name specific features of the world, both natural and made by people	Identify seasonal and daily weather patterns in the UK  Use basic geographical vocabulary to refer to key human and physical features ( <i>UK, Nigeria, physical features around the world – mountain, sea, beach</i> )	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Use basic geographical vocabulary to refer to key human and physical features ( <i>London, Brazil</i> )
--	---	---	--

### Geographical Skills and Fieldwork

Look at non-fiction books and atlases representing different countries of the world  Understand the purpose of a map	Draw information from a simple map  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	Use world maps, atlases and globes to identify the United Kingdom and its countries  Use world maps, atlases and globes to identify Nigeria  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 on a map	Use world maps, atlases and globes to identify countries, continents and oceans  Use world maps, atlases and globes to identify Brazil  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 <b>and routes</b> on a map  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features ( <i>London</i> )  Devise a simple map; use and construct basic symbols in a key  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
--	--	---	---

**Assessment**

**Key Enquiry: Big Questions**

**Nursery**

**Understanding the World**

What is it like to go on a journey?

Where do we live?

What is it like in Africa?

What is a map?

**Reception**

**Understanding the World**

What is in my local area?

What countries are in the world?

What is it like in India?

How can we draw a map?

**Year 1**

**Locational Knowledge**

What countries make up the United Kingdom?

**Place Knowledge**

What are the similarities and differences between Nigeria and the UK?

**Human and Physical Geography**

What is the weather like in different seasons?

What are the physical features around the world?

**Geographical Skills and Fieldwork**

How do we read a map?

**Year 2**

**Locational Knowledge**

What makes up the world?

**Place Knowledge**

What makes London unique?

What are the characteristics of Brazil?

**Human and Physical Geography**

What makes up the world?

What are the characteristics of Brazil?

**Geographical Skills and Fieldwork**

How do we recognise landmarks on a map?

How do we devise and follow simple maps for familiar places?

How do we devise and follow simple maps for unfamiliar places?