



Boyne Hill CE Infant and Nursery School – Knowledge & Skills Progression Overview

Geography

National Curriculum Purpose of study: To inspire curiosity and fascination about the world and its people, equipping pupils with knowledge about diverse places, people, resources and natural and human environments as well as an understanding of the Earth’s key physical and human processes. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Intent: At Boyne Hill CE Infant and Nursery School we intend to inspire and ignite our pupils’ curiosity about the wider world through our Geography curriculum. We aim to develop their skills, understanding and experiences of geography to help them make sense of their surroundings and the wider world and to understand the ways of life and cultures of people in other places; to develop their sense of identity through learning about their local area, the UK and other parts of the world; to enable them to know about environmental issues in an age-appropriate way; to develop their geographical skills and geographical vocabulary.

Early Years Foundation Stage Links the EYFS Framework

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

3-4 Years (FS1 Nursery) Development Matters 2021	UW	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
4-5 Years (FS2 Reception) Development Matters 2021	UW	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.
Early Learning Goal (ELG)	PCC	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.
	NW	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.

Key Stage 1 National Curriculum Statutory requirements

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Use basic geographical vocabulary to refer to: 	<ul style="list-style-type: none"> 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. Use simple compass directions (North, South, East and West) and locational and directional

		<ul style="list-style-type: none"> ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>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"> ● 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. ● Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.
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Locational knowledge

FS1	FS2	Year 1	Year 2
Knowledge			
Know that there are different countries in the world.	Know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).	Know the name of two continents (Europe and Asia).	Be able to name the seven continents of the world.
Know that there are differences between countries and can talk about these from experiences or what they have seen in books or photographs.	Know that usually, water is represented in blue on a map or globe.	Know that a continent is a group of countries.	Be able to name the five oceans of the world.
Know the name of the town in which they live - Maidenhead.	Know the name of their school and the place where they live.	Know that they live in the continent of Europe.	Know that a sea is a body of water that is smaller than an ocean.
Know a globe is a model of the world.	Know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	Know that an ocean is a large body of water.	Know that there are four bodies of water surrounding the UK and be able to name them.
Know that a map is like a flat version of a globe.		Know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean).	Know the four capital cities of the UK.
		Know that the UK is short for 'United Kingdom'.	Name some characteristics of the four capital cities of the UK.
		Know that a country is a land or nation with its own government.	Know that a capital city is the city where a country's government is located.
		Know that the United Kingdom is made up of four countries and their names.	
		Know the name of the country they live in.	

Skills			
	Identify land and water on a map or globe.	Locate two of the world's seven continents on a world map.	Locate all the world's seven continents on a world map.
	Make observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	Locate two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.	Locate the world's five oceans on a world map.
		Show on a map, which continent they live in.	Show on a map the oceans nearest the continent they live in.
		Locate the four countries of the United Kingdom (UK) on a map of this area.	Locate the surrounding seas and oceans of the UK on a map of this area .
		Show on a map which country they live in and locating its capital city.	Locate the capital cities of the four countries of the UK on a map of this area.
			Identify characteristics (both human and physical) of the four capital cities of the UK.
			Show on a map the city, town or village where they live in relation to their capital city.
Vocabulary: country, world, town, globe, map, explore.	Vocabulary: town, village.	Vocabulary: What is it like here? place, continent, country.	Vocabulary: Would you prefer to live in a hot or cold place? Africa, North America, South America, Antarctica, Oceania, Equator, North Pole, South Pole, Kenya.
		Vocabulary: What is the weather like in the UK? Europe, England, Scotland, Wales, Northern Ireland, United Kingdom (UK).	Vocabulary: Why is our world wonderful? Atlantic Ocean, Indian Ocean, Southern Ocean, Pacific Ocean, Arctic Ocean, London, Edinburgh, Cardiff, Belfast, Ben Nevis, Lake Windermere, Mount Snowdon, capital city.
		Vocabulary: What is it like to live in Shanghai? Asia, China, Shanghai.	Vocabulary: What is it like to live by the coast? Weymouth, Jurassic Coast, Pembrokeshire, Orkney Islands, Giant's Causeway, Flamborough Head, North Sea, English Channel, The Irish Sea.
End of Key Stage 1 Expectations:			
1. To be able to name and locate the world's seven continents and five oceans.			
2. To be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.			

Place knowledge			
FS1	FS2	Year 1	Year 2
Knowledge			
Know the name of different features and objects in their immediate environment.	Know that places within this country can differ from each other.	Know that life elsewhere in the world is often different to ours.	Know some similarities and differences between their local area and a contrasting non-European country.
Know that small world opportunities link to real world experiences (e.g., farms, garages, train tracks etc.)	Know that there are differences between places in this country and places in other countries.	Know that life elsewhere in the world often has similarities to ours.	
Know how to use questions to find out about the place where they live and the natural world.			
Skills			
	Discussing how environments in stories and images are different to the environment they live in.	Name some key similarities between their local area and a small area of a contrasting non-European country.	Describe and begin to explain some key similarities between their local area and a small area of a contrasting non-European country.
		Name some key differences between their local area and a small area of a contrasting non-European country.	Describe and begin to explain some key differences between their local area and a small area of a contrasting non-European country.
			Describe what physical features may occur in a hot place in comparison to a cold place.
End of Key Stage 1 Expectations:			
1. To 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.			
Human and physical geography			
FS1	FS2	Year 1	Year 2
Knowledge			
Know the names of the four seasons.	Know that the terms Spring, Summer, Autumn and Winter are used to describe the seasons.	Know the four seasons of the UK.	Know that the Equator is an imaginary line around the middle of the Earth.
Recognise and name the weather in simple terms.	Know some of the key characteristics of each season.	Know that 'weather' refers to the conditions outside at a particular time.	Know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.

	Know that there are four seasons in a year marked by certain weather conditions.	Know that different parts of the UK often experience different weather.	Know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.
	Know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).	Know that a weather forecast is when someone tries to predict what the weather will be like in the near future.	Know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.
	Know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	Know that weather conditions can be measured and recorded.	Know that coasts (and other physical features) change over time.
		Know that physical features means any feature of an area that is on the Earth naturally.	Know some key physical features of the UK.
		Know that human features means any feature of an area that was made or built by humans.	Know that a sea is a body of water that is smaller than an ocean.
			Know that human features change over time.
			Know some key human features of the UK.
Skills			
	Observe weather across the seasons.	Describe how the weather changes with each season in the UK.	Locate some hot and cold areas of the world on a world map.
	Observe and discuss the effect the changing seasons have on the world around them.	Describe the daily weather patterns in their locality.	Locate the Equator and North and South Poles on a world map.
	Begin to use the names of the seasons in the correct context.	Confidently use the vocabulary 'season' and 'weather'.	Locate hot and cold areas of the world in relation to the Equator and the North and South poles.
	Make observations about the features of places (in stories, photographs or in the school grounds/local area).	Recognise some physical features in their locality.	Describe the key physical features of a coast using subject specific vocabulary.
	Make observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	Recognise some human features in their locality.	Describe and understand the differences between a city, town and village.
			Describe the key human features of a coastal town using subject specific vocabulary.

Vocabulary: Spring, Summer, Autumn, Winter, hot, warm, cold, rainy, snowy, cloudy.	Vocabulary: Exploring maps building, car park, field, house, park, path, road, lake, river.	Vocabulary: What is it like here? village, town, city, land, lake, river, ocean, sea.	Vocabulary: Would you prefer to live in a hot or cold place? urban, rural, pack ice, ice sheet, arid, savannah, vegetation, grasslands, rainforest, polar, mild, temperate.
	Vocabulary: Outdoor adventures acorn, autumn, bark, dark, dry, feather, flower, freezing, frosty, hot, leaf, rain, seed, snow, spring, summer, sun, sunny, twig, wet, winter.	Vocabulary: What is the weather like in the UK? weather, season, climate.	Vocabulary: Why is our world wonderful? habitat
		Vocabulary: What is it like to live in Shanghai? port, harbour, skyscraper, metro, transport, desert.	Vocabulary: What is it like to live by the coast? aquarium, tourist arch, bay, coast, mudflat, pier, cliff, coastline, island, sand dunes, stack.

End of Key Stage 1 Expectations:

1. To have identified 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.
2. To know and be able to use basic geographical vocabulary.

Geographical skills and fieldwork

	FS2	Year 1	Year 2
Question	Ask questions about the world around them.		Recognise there are different ways to answer a question.
Observe	Comment on the features they see in their school and school grounds.		Discuss the features they see in the area surrounding their school when on a walk.
			Ask and answer simple questions about human and physical features of the area surrounding their school grounds
Measure	Answer simple questions, guided by the teacher.	Ask and answer simple questions about the features of their school and school grounds.	Collect quantitative data through a small survey of the local area/school to answer an enquiry question.
Record	Create some of the features they notice in their school and school grounds.	Draw some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Classify the features they notice into human and physical with teacher support.
			Take digital photographs of geographical features in the locality.
			Make digital audio recordings when interviewing someone.
Present	Express their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	Use a simple recording technique to express their feelings about a specific place and	Present data in simple tally charts or pictograms and comment on what the data shows.

		explain why they like/dislike some of its features.	
			Ask and answer simple questions about data.
Vocabulary: globe, map, explore.	Vocabulary: Geographical direction, feature, find, journey.	Vocabulary: Geographical aerial view, aerial photograph, distance, location, locate, near, far, left, right, north, features, direction, physical feature, human feature, similar, different.	Vocabulary: Geographical landmark.
	Vocabulary: Mapping above, aerial, bird's eye view, map.	Vocabulary: Mapping map, globe, atlas, symbol, key.	Vocabulary: Mapping sketch map, scale, OS map.
	Vocabulary: Fieldwork identify, look, photograph, route, search, feel, look, notice, observe, see, smell, sound, touch.	Vocabulary: Fieldwork survey, questionnaire, compass, rain gauge, thermometer, temperature, weather vane.	Vocabulary: Fieldwork sample, tally chart, pictogram, bar chart, data collection.

End of Key Stage 1 Expectations:

1. To have used simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.