



Early Years Framework – Linked to 'Development Matters'

Nursery	Understanding the World – People and Communities	Understanding the World – The World	Understanding the World - Technology
Birth to Three Year Olds	• Shows interest in the lives of people who are familiar to them • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Enjoys joining in with family customs and routines	• Shows interest in different occupations and ways of life • Explores natural materials indoors and outdoors • Explores and responds to different natural phenomena	• Knows how to operate simple equipment such as pressing buttons on toys or turning pages on a device • Shows interest in technological toys and real-life devices
Three- and Four-Year Olds	• Shows interest in different people, families and communities • Talks about people around them and their roles • Begins to understand that people have different beliefs and celebrate special times in different ways	• Uses all their senses in hands-on exploration of natural materials • Begins to understand the need to respect and care for the natural environment • Talks about what they see, using a wide vocabulary	• Uses technology with adult support to explore and find out about the world • Selects and uses appropriate technology for a particular purpose



Early Years Framework – Linked to 'Development Matters'

Reception	Understanding the World – People and Communities	Understanding the World – The World	Understanding the World - Technology
	• Enjoys joining in with family customs and routines. • Talks about past and present events in their own life and in the lives of family members. • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.	• Knows about similarities and differences in relation to places, objects, materials and living things. • Talks about the features of their own immediate environment and how environments might vary from one another.	• Can use the internet with adult supervision to find and retrieve information of interest to them.
ELG	Past and Present - Talk about the lives of the people around them and their roles in society; - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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.	The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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;	

Geography Progression and Coverage Document



National Curriculum Programme of Study

The national curriculum for geography aims to ensure that all pupils:

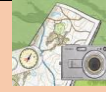
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key Stage 1 National Curriculum Expectations Pupils should be taught about:	
Locational Knowledge 	• 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
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
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 • use basic geographical vocabulary to refer to: ○ 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
Geographical	• 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

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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
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Key Stage 2 National Curriculum Expectations Know where the children are moving to next.	
Locational Knowledge 	- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Place Knowledge 	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Human and Physical Geography 	- describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical Skills and Fieldwork 	- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



Promoting British Values

Democracy	Geography provides many opportunities to explore and discuss views and thoughts. We have respect for our fellow pupils and encourage everyone to have the confidence to express their ideas and opinions regarding geographical issues such as pollution, environmental issues, water and globalisation.
Rule of Law	In Geography, pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law. Children are given the opportunities to explore and evaluate the outcomes of meetings such as those surrounding climate change. We also investigate how laws at a local and global scale can influence both the physical and human layout of the landscape and contribute towards population decline and growth in certain areas.
Individual liberty	Children explore their own individual liberty in terms of exploring their own career paths within Geography, having the freedom to pursue any further interests they may have. When comparing and contrasting locations children explore the people living in these environments and their own individual liberties.
Mutual Respect	Mutual respect is taught and given when children are expressing their opinions and beliefs about different geographical parts of the world and societies in them. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions and share these on with the expectation that these must be listened to. Children will discuss what it means to be British and learn how to question and challenge stereotypes, respecting others opinions.
Tolerance	Children consider questions regarding how different cultures live and work throughout the world. Children have the opportunity to explore how areas have changed and how the diverse needs in society has changed them. The geography curriculum at Wadworth Primary School also helps to demonstrate the diversity of people's backgrounds helping children to have further tolerance of different faiths and beliefs.

EYFS: Nursery	Autumn	Spring	Summer
Topic	My world and familiar places	Outdoor Play and the Natural World	People, Homes and Places
Enquiry Question	- What places do I know and explore? - What do I notice when I play outside? - What makes places special to me and others?	- What can I see, hear and feel when I go outside? - What is the weather like today? - How does outside change?	- Where do people live? - What are homes like? - Are all places the same?



			How are some places different from where we live?
Key Concepts	- We have places that are familiar to us - The natural world is all around us - We use our senses to explore what is around us - Some places look different to each other - Places are special because of people and experiences	- The world is all around us - We can explore outdoors using our senses - Weather changes over time - Changes affect what we see, wear and do - Talking about what we notice helps us understand the world	- People live in homes - Homes and places can look different - Not everyone lives in the same place - People all over the world have similar needs - Pictures, books and objects help us learn about other places
Prior Knowledge	- Children know familiar places such as home and nursery - Children enjoy exploring indoors and outdoors - Children can describe what they see, hear and feel - Children have seen pictures, signs or symbols that represent places	- Children enjoy playing outside - Children notice simple types of weather (sun, rain, cold) - Children can talk about what they see and feel - Children recognise familiar outdoor spaces	- Children know their home and nursery - Children know people live in different houses or flats - Children recognise familiar local places - Children have seen pictures of people and places beyond their immediate environment
Key Substantive Knowledge	- I know places like home and nursery - I know I can explore using my senses - I know outside is part of my world - I know some places look different	- I know what outside is - I know I can explore using my senses - I know weather can change - I know plants and animals are part of the world	- I know I live in a home - I know not all homes look the same - I know people live in different places - I know people around the world have families

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	I know places can be special to me and my family	I know the world does not stay the same	I know some places are different from where I live
Sticky Knowledge:	Question: What is a place? Answer: Somewhere we go, like home or nursery Question: What is outside? Answer: Where we see plants, animals and feel the weather Question: What can we use to explore? Answer: Our eyes, ears and hands Question: Are all places the same? Answer: No, places can be different	Question: What is outside? Answer: The place where we see plants, animals and weather Question: What can we use to explore outside? Answer: Our senses Question: What is the weather? Answer: What it is like outside today Question: Does outside stay the same? Answer: No, it can change	Question: Where do people live? Answer: In homes Question: Are all homes the same? Answer: No, homes can be different Question: Do all people live like we do? Answer: No, some people live differently Question: Are all places the same? Answer: No, places can be different
End Point	- Talk about familiar places such as home and nursery - Explore the natural world using their senses - Describe what they see, hear and feel outside - Recognise that places can look different - Begin to understand that places are special because of people	- Explore the outdoor environment confidently - Describe what they see, hear and feel outside - Talk about different types of weather - Notice simple changes in plants, animals and outdoor spaces	- Talk about their own home and familiar places - Recognise that people live in different homes - Talk about similarities and differences between places - Begin to understand that people live all over the world
Key Misconception	- Only indoors is for learning - Outside places are always the same	- The weather never changes - Only temperature changes	- Everyone lives the same way - All homes look the same

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	- Everyone lives in the same type of place - Special places are only big or far away	- Plants and animals always look the same - Outside is only for play, not learning	- Other places are not important - Only the place I live matters
Core Key Words	- Place - Home - Nursery - Outside - Nature - See - Hear - Feel - Different - Special	- Outside - Nature - See - Hear - Feel - Weather - Change - Plant - Animal	- Home - Place - Different - Same - World - Live - Family - People

This learning is embedded through continuous provision, where children explore the outdoor environment daily, noticing weather, natural features and changes through sensory play. Adult-led group times are used to model and reinforce key vocabulary, ask purposeful questions and help children talk about what they see, hear and feel, deepening understanding and preparing them for Reception learning.

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EYFS: Reception	Autumn	Spring	Summer
Topic	Exploring maps	Outdoor adventures	Around the world
Enquiry Question	How can we explore and learn about different places around us and why are some places special?	- What can we see, hear and feel when we go outside? - How does the weather change at different times of the year?	- Where do people live and what are their homes like? - How are some places different from where we live?
Key Concepts (Linked to the EYFS Framework)	- Maps can show us where things are - The natural world is all around us - We can use our senses to explore outside - Some places are different from where we live - Some places are special to people in our community	- The natural world is all around us - We can explore outside using our senses - The weather and environment change with the seasons - Seasons affect plants, animals and how places look - Talking about what we notice helps us understand the world	- People live in different environments - Some places are different from where we live - Life can be similar and different in other countries - Maps can show us different places - We can use maps to find information
Prior Knowledge	- Children know familiar places like home, school, or the park - Children enjoy playing and exploring outside - Children can talk about what they see and feel - Children have seen simple maps or signs	- Children enjoy playing outside - Children have noticed different weather - Children can talk about what they see and feel - Children recognise familiar outdoor places	- Children know their home, school and local area - Children know that not everyone lives in the same place - Children have seen pictures of other countries - Children have seen simple maps or globes
Key Substantive Knowledge	- I know that a map can show places. - I know how to find information on a simple map. - I know how to explore the natural world. - I know how to talk about what I see, hear and feel outside. - I know that some places are different from where I live.	- I know what the natural world is. - I know how to explore outside. - I know how to talk about what I see, hear and feel. - I know that seasons change the world around me. - I know that plants and animals change during the year.	- I know that some places are different from where I live. - I know that people live in different countries. - I know that life can be the same and different in other countries. - I know that a map shows places.

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	I know that some places are special to people in my community.		I know how to find information on a simple map.
Sticky Knowledge: Questions in black to be added to the BBQ box – (Big, Brainy Questions) Answers in blue to be added to medium term plans and knowledge organisers	Question: What is a map? Answer: A picture that shows places Question: What is the natural world? Answer: Plants, animals, land and weather Question: What can we use to explore outside? Answer: Our senses Question: Are all places the same? Answer: No, places can be different	Question: What is the natural world? Answer: Plants, animals, land and weather Question: What can we use to explore outside? Answer: Our senses Question: What are seasons? Answer: Different times of the year Question: Do seasons change the natural world? Answer: Yes, they change how things look and feel	Question: What is an environment? Answer: The place where people live Question: Do all people live like we do? Answer: No, some people live differently Question: What is the same about life in different countries? Answer: People all need homes, food and family Question: What is a map? Answer: A picture that shows where places are
End Point	Children can draw information from a simple map, explore and talk about the natural world, describe what they see, hear and feel outside, recognise different environments, and understand that some places are special to their community.	Children can explore the natural world, describe what they see, hear and feel outside, and talk about how changing seasons affect the world around them.	Children can recognise environments that are different from their own, talk about similarities and differences between life in this country and other countries, and draw information from a simple map.
Key Misconception	- Maps only show big places - Nature is only found in the countryside - All environments look the same - Special places are only old places	- The weather is always the same - Seasons only change the temperature - The natural world does not change - Plants and animals stay the same all year	- Everyone lives the same way - Other countries are always very far away - Maps are only for adults - All environments look the same
Core Key Words	- Map - Place - Outside - Nature - See - Hear - Feel - Different - Special	- Nature - Outside - See - Hear - Feel - Weather - Season - Change - Plant	- Environment - Country - Place - Different - Same - Map - World - Live

Geography Progression and Coverage Document



	Community	Animal	- Home - Compare
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KS1 Cycle A	Autumn	Spring	Summer
Topic	What is it like here?	Would you prefer to live in a hot place or cold?	What is it like to live by the coast?
Enquiry Question	How can we use maps, photographs and our own ideas to learn about our school and make it a better place?	How can maps, seasons and directions help us understand where we live in the United Kingdom and how places change through the year?	How can we use maps and directions to explore the coast around the UK and understand how people use it?
Key Concepts - Linked to the National Curriculum	- Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. - Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. - Recognise four features in the school grounds using a map. - Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. - Draw a design to improve three areas of the playground using the results from the survey.	- Name and locate the four countries on a map of the UK. - Identify the country they live in. - Identify the four seasons, the current season and describe some seasonal changes. - Identify the four compass directions. - Identify that the arrow on a compass always shows north. - Use the compass directions to describe the location of features. - Observe and describe daily weather patterns. Suggest appropriate clothing and activities for each season.	- The UK is surrounded by seas and oceans - The coast is where the land meets the sea - Coasts have physical and human features - We can describe locations using compass directions - Maps help us find places and follow routes - People use the coast in different ways
Prior Knowledge	- Children know their school and classroom - Children recognise familiar places in the playground - Children can talk about how places make them feel - Children have seen pictures and simple maps	- Children know where they live (home, school) - Children notice different weather - Children know clothing for hot and cold days - Children have heard words like <i>north</i>, <i>near</i> or <i>far</i>	- Children know the UK is an island - Children can recognise land and sea - Children have seen photographs of the seaside - Children understand simple maps and directions

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Key Substantive Knowledge	- I know that an aerial photograph shows places from above. - I know how to find features on a photograph or map. - I know the name of my country and where I live. - I know how to make a map of my classroom. - I know how to use objects to show distance and direction. - I know how to use a map to find places in the school grounds. - I know how I feel about different areas of the playground. - I know how to find out how others feel using a survey. - I know how to design ways to improve the playground.	- I know the four countries of the UK. - I know which country I live in. - I know how to find countries on a map. - I know the four seasons of the year. - I know which season it is now. - I know how seasons change the weather. - I know the four compass directions. - I know that the compass arrow always points north. - I know how to use directions to say where things are. - I know how to choose clothes and activities for different seasons.	- I know the names of the seas and oceans around the UK. - I know how to find seas and oceans in an atlas. - I know how to label seas on a map of the UK. - I know what the coast is. - I know where coasts are found in the UK. - I know some physical features of coasts. - I know some human features of a coastal town. - I know how people use the coast. - I know how to follow a route on a map. - I know how to use a tally chart to record data. - I know how to make a pictogram. - I know how the local coast has been used.
Sticky Knowledge: Questions in black to be added to the BBQ box – (Big, Brainy Questions) Answers in blue to be added to medium term plans and knowledge organisers	Question: What is an aerial photograph? Answer: A picture taken from above Question: What is a feature? Answer: Something you can see in a place Question: What is a map used for? Answer: To show where things are Question: What is a survey? Answer: A way to find out what people think Question: Why do we design improvements? Answer: To make places better for everyone	Question: What are the four countries of the UK? Answer: England, Scotland, Wales and Northern Ireland Question: What country do we live in? Answer: England Question: What are the four seasons? Answer: Spring, summer, autumn and winter Question: What does a compass help us do? Answer: Find directions Question: Which way does the compass arrow point? Answer: North	Question: What is the coast? Answer: Where the land meets the sea Question: What is a physical feature? Answer: A natural part of the land Question: What is a human feature? Answer: Something made by people Question: How can we describe where seas are? Answer: By using compass directions Question: How can we record information? Answer: Using a tally chart or pictogram

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End Point	Children can locate features on an aerial photograph, name where they live, make a simple classroom map, use a map to find features in the school grounds, share feelings about the playground, use a survey to find out how others feel, and design improvements using the results.	Children can name and locate the four countries of the UK, identify where they live, name the four seasons and describe seasonal changes, observe and describe daily weather, suggest suitable clothing and activities, identify compass directions, and use direction language to describe the location of features.	Children can name and locate the seas and oceans around the UK, label them on a map, describe their location using compass directions, explain what a coast is, identify and label physical and human features of the coast, describe how people use the coast, follow a route on a map, and collect and present data using tally charts and pictograms.
Key Misconceptions	• Maps must look exactly like real places • Everyone feels the same about the playground • Aerial photographs are drawings • Only adults can use surveys	• The UK is just one country • The weather stays the same every day • The compass arrow changes direction • Seasons only change temperature, not nature	• The coast is the same everywhere • Seas and oceans are the same thing • All coastal features are natural • Maps are only used indoors • People only visit the coast for holidays
Core Key Words	• Map • Photograph • Aerial • Feature • School • Playground • Survey • Feel • Design • Improve	• United Kingdom • Country • Map • Season • Weather • Compass • North • South • East • West	• Coast • Sea • Ocean • Map • Atlas • North • South • Feature • Human • Physical

KS1 Cycle B	Autumn	Spring	Summer
Topic	Where am I?	What is the weather like in the UK?	What is it like to live in Shanghai?
Enquiry Question	How can maps and photographs help us learn about the United Kingdom and find our way around places?	How can we use maps, seasons, weather and directions to learn about where we live and how it changes through the year?	How can we use maps, photographs and observations to learn about different places in the world and how they are the same or different?

Geography Progression and Coverage Document



Key Concepts - Linked to the National Curriculum	- The UK is the United Kingdom - The UK is made up of countries - Maps and aerial photographs show places in different ways Symbols on maps stand for real features - We can use directional language to move and describe places - Places can make us feel different emotions	- Name and locate the four countries on a map of the UK. - Identify the country they live in. - Identify the four seasons, the current season and describe some seasonal changes. - Identify the four compass directions. - Identify that the arrow on a compass always shows north. - Use the compass directions to describe the location of features. - Observe and describe daily weather patterns. - Suggest appropriate clothing and activities for each season.	- Places have human and physical features - We can find features by walking, looking at photos and using maps Aerial photographs show places from above Maps use symbols, pictures and compass points - The world is made up of continents and countries - Places around the world can be similar and different
Prior Knowledge	- Children know their school and school grounds - Children recognise familiar places and features - Children understand simple words like <i>up, down, next to</i> - Children can talk about how places make them feel	- Children know where they live (home, school) - Children have noticed different weather - Children know some clothing for hot or cold days - Children have heard words like <i>north</i> or <i>direction</i>	- Children know their local area - Children recognise buildings, roads and natural features - Children know simple direction words (left, right, near) - Children have seen maps and photographs - Children know they live in the UK
Key Substantive Knowledge	- I know that UK means United Kingdom. - I know that the UK has four countries. - I know how to point to countries on a map. - I know some features of my school grounds. - I know how to use direction words. - I know that an aerial photograph is taken from above. - I know how to spot features in aerial photographs.	- I know the four countries of the UK. - I know which country I live in. - I know how to find countries on a map. - I know the four seasons of the year. - I know which season it is now. - I know how the seasons change the weather. - I know the four compass directions. - I know that the compass arrow points north.	- I know the difference between human and physical features. - I know how to find features on a walk. - I know how to use direction words to describe locations. - I know that an aerial photograph is taken from above. - I know how to draw simple symbols on a map. - I know how to draw compass points. - I know the name of the continent I live in.

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	- I know that symbols show features on a map. - I know how places in my school make me feel.	- I know how to use directions to say where things are. - I know how to choose clothes and activities for different seasons.	- I know how to use an atlas to find the UK and China. - I know that Europe and Asia are continents. - I know some human and physical features of China and Shanghai. - I know how Shanghai is similar to and different from my local area.
Sticky Knowledge: Questions in black to be added to the BBQ box – (Big, Brainy Questions) Answers in blue to be added to medium term plans and knowledge organisers	Question: What does UK stand for? Answer: United Kingdom Question: What is an aerial photograph? Answer: A picture taken from above Question: What do symbols do on a map? Answer: They show features Question: What are directions used for? Answer: To help us move and find places Question: Do places make people feel different ways? Answer: Yes	Question: What are the four countries of the UK? Answer: England, Scotland, Wales and Northern Ireland Question: What country do we live in? Answer: England Question: What are the four seasons? Answer: Spring, summer, autumn and winter Question: What does a compass help us do? Answer: Find directions Question: Which way does the compass arrow point? Answer: North	Question: What is a physical feature? Answer: A natural part of the land Question: What is a human feature? Answer: Something made by people Question: What is an aerial photograph? Answer: A picture taken from above Question: What is a continent? Answer: A very large area of land Question: Can places around the world be different? Answer: Yes, places can be similar and different
End Point	Children can say what the UK stands for, point to the countries on a map, recognise and name features in the school grounds, use directional language, explain what an aerial photograph is, identify familiar features from above, use symbols on maps, and talk about how places make them feel.	Children can name and locate the four countries of the UK, identify where they live, name the four seasons and describe seasonal changes, observe daily weather, suggest suitable clothing and activities, identify compass directions, and use direction language to describe the location of features.	Children can identify and sort human and physical features, locate and describe features using maps, aerial photographs and directional language, name continents and countries, locate the UK, China, Europe and Asia, describe features of Shanghai, and compare it with their local area using geographical vocabulary.
Key Misconceptions	- The UK is one place, not different countries - Aerial photographs are drawings - Symbols are decorations, not information	- The UK is one country - The weather is the same every day - The compass arrow changes direction - Seasons only change the temperature	- All features are either buildings or nature, not both - Maps must look exactly like real places - Only the UK has cities

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	Everyone feels the same in all places		- China is one big city - Physical features cannot change
Core Key Words	- UK - United Kingdom - Country - Map - Symbol - Photograph - Aerial - Direction - Feature - Feel	- United Kingdom - Country - Map - Season - Weather - Compass - North - South - East - West	- Physical - Human - Feature - Map - Symbol - Aerial - Compass - Continent - Atlas - Compare

Progression of Skills:

	Reception	Year 1	Year 2
Locational and Place knowledge	Name and locate different parts of the local community.	Name and locate some places in their locality, the UK and wider world.	Name and locate significant places in their locality, the UK and wider world.
Human and physical geography	Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments.	Describe some places and features using basic geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like.	Describe places and features using simple geographical vocabulary. Make observations about features that give places their character.
<u>Geographical Skills: Enquiry and Investigation</u>	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.	Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.
<u>Geography Skills: Fieldwork</u>	Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.	Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds.	Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment.

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Geographical Skills: Interpret a Range of Sources of Geographical Information	Use a range of sources such as simple maps, photographs, magnifiers and visiting local places.	Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes.
Geographical Skills: Communicate Geographical Information	Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where.	Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.
Mapping: Direction/Location	Follow simple directions.	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW)
Mapping: Drawing maps	Draw and create their own maps using real objects, and/or pictures and symbols.	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)
Mapping: Representation	Look at signs and symbols on different types of maps for example in school, and the local community.	Use own symbols on imaginary map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key.
Mapping: Using maps	Use a simple map with symbols to spot features in the school grounds or in the local community.	Use a simple picture map to move around the school; Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.
Mapping: Style of maps	Real maps, electronic globes and maps, maps of the classroom/school, local town, park, zoo, museum etc, story maps.	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas