WINS SUBJECT PROGRESSION GRID

SUBJECT……GEOGRAPHY **SUBJECT LEAD…… Nicola Robinson/ Janine Hayes**

ASPECT Locational & Place Knowledge			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	Describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house/home, school, Wellfield School.	As EY plus – Human features; city, town, village, factory. Physical features; beach, cliff, coast, forest, hill, mountain, country, continent, sea, season, weather. UK countries – England, Wales, Scotland, N.Ireland capital cities – London, Edinburgh, Belfast, Cardiff Continents – North America, South America, Asia, Africa, Antarctica, Europe Australia/Oceania/Australasia	As Yr 1 plus – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, canal, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop. As yr 1 plus – names of seas – North, Irish, Celtic names of oceans – Indian, Atlantic, Arctic, Pacific, Southern
RESOURCES/ EQUIPMENT	Children use the school environment, outdoor area, forest school, classroom resources e.g. small world play to create different environments globes, books, photographs, talk to visitors to find out about a place, visiting local places	Visit to local village – Ashton-on-Mersey, photographs, maps, cameras, globe, books, pictures, internet, videos, map jigsaws, games, quizzes.	As Year 1 plus field trips, cameras, aerial maps, recording equipment, class discussion, photographs of familiar locations, Google maps/Google earth.
KNOWLEDGE	Children can comment and ask questions about aspects of their familiar world such as the place where they live. Children can talk about some of the things they have observed such as plants, animals, natural and found objects (30-50 UTW The World) Children know how to talk about similarities and differences in relation to places, objects and living things. Children can talk about the features of their own immediate environment and how environments might vary from one another (ELG UTW The World)	Children can name and locate the four countries making up the British Isles and their capital cities. Landmarks linked to stories e.g. 'The Queens Hat' The children will use current events to enhance their knowledge such as The King's Coronation. Understand geographical similarities and differences through studying the human geography of a small area of the UK, e.g. Ashton on Mersey homes/Caribbean homes. Can name and locate the world's continents.	Children can name and locate the four countries of the British Isles and capital cities and their surrounding seas. As Year 1 – looking at human and physical similarities and differences of Manchester contrasting with non-UK country. They will explore both human and natural features of both localities including types of buildings and roadways. The children will look closely at the differences between a city and town known to them – Manchester and Sale. They will study the Bridgewater Canal and learn the key functions of canals

			and rivers. Children can name and locate the world's 7 continents and 5 oceans
SKILLS	I notice things in the place where I am and react to them by commenting. I can ask questions. I can respond to questions like what and where?	Use maps and globes to locate the UK. Be able to identify the 4 countries and label the capital cities, they will begin to learn about the continents and surrounding oceans. 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? Express own views about a place, people and environment. Draw and label pictures to show how places are different.	Use maps and globes to locate the UK. Be able to identify the 4 countries and label the capital cities. Explain the purpose of a capital city and form opinions on how this affects population size. 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? How is the weather different? How are lifestyles different? How do these places link to one another? Draw pictures to show how places are different and write comparatively to show the difference. Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.

ASPECT Human and Physical Geography			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	Children can identify features e.g. weather, wet, dry, season, beach, farm, hill, town, shop, house, forest, countryside	As eyfs plus – Physical features; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather Human features; city, town, village, factory, farm, house, office, port, harbour and shop, capital city, country Children	As yr 1 plus – Patterns, characteristics, vegetation, urban, rural, natural and human environments
RESOURCES/ EQUIPMENT	Children use the school environment, outdoor area, forest school, classroom resources e.g. small world play to create different environments globes, books, photographs, talk to visitors to find out about a place, visiting local places	Visit to local village, photographs, maps, cameras, globe, books, pictures, internet, videos, map jigsaws	As Year 1 plus field trips, cameras, recording equipment
KNOWLEDGE	Know about similarities and differences between themselves and others, and among families, communities and traditions Children can say what a place is like in simple terms. Make observations of animals and plants	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 Pole. Children study and know about the key human and physical features of the surrounding environment of school and a place on the North Wales coast	Identify daily and seasonal weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Children study the human and physical features in the local area and compare and contrast with a non-European country e.g.
SKILLS	Talk about changes Children can say what a place is like in simple terms. Talk about similarities and differences between them and their friends	I can use observational skills and ask and respond to questions – where places are and what they are like .	As yr 1 plus Children ask questions about how and why places are changing and how they are connected to other places Communicate information in a variety of ways e.g. maps, diagrams, etc.

ASPECT Geographical map skills and fieldwork			
	EYFS	**YEAR ONE**	**YEAR TWO**
VOCAB	Map, place, globe, local, Near/far up/down left/right	Asia, Africa, North America, South America, Antarctica, Australia/Oceania, Australasia, Europe, United Kingdom, England, Wales, N. Ireland, Scotland, Cardiff, London, Belfast, Edinburgh Near/far/left/right Compass, compass points N S E W, map, globe, atlas, key, symbols, direction	As year 1 plus Arctic, Southern, Pacific, Atlantic, Indian, North, Irish, Celtic Seas, English Channel Equator, environment, recycle, patterns, characteristics, scale, vegetation, urban, rural Compass, compass points N S E W, map, globe, atlas, key, symbols, direction
RESOURCES/ EQUIPMENT	Maps, atlas, globe, bee bots, small world equipment, construction, investigative – magnifiers, bug boxes, binoculars	Maps, globe, atlases, compasses, cameras, video recorders, IT	As yr 1 plus- Aerial photographs, plan perspectives Recording equipment for field work
KNOWLEDGE	Know about features of their own environment and how environments may differ from one another Children learn directional language Learn about places near and far	Identify UK countries, continents on maps, globes etc. Use locational and directional language e.g. near/far left/right Use simple compass directions Use simple fieldwork and observational skills to study the geography of their school and its grounds	Identify countries, continents, oceans studied. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles on maps, globes etc. Use compass directions (North, South, East and West)
SKILLS	Children play games with maps, draw own simple picture story maps and plans with labels of places they know or imaginary places Can follow directions – up, down, left, right can use some of my senses to observe places Children identify simple types of buildings and places around them and know features	Children can use simple fieldwork and observational skills to study the geography of my school and its grounds Children recognise and record different types of land use, buildings and environments Children can draw around objects 1:1 to get a plan view I can follow a route on prepared maps (left/right) Can use simple compass directions (NSEW)	Children use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Investigate places – the school grounds, the streets around and the local area. Children can use locational and directional language (e.g. near and far, left and right) to describe the features and routes on a map. Children devise a simple map and use and construct basic symbols in a key. Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures