GEOGRAPHY PROGRESSION MAP

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS	**OURSELVES** All About Me Our Families Autumn Our Homes **Statements from Development Matters** Talk about members of their immediate family Name and describe people who are familiar to them Explore the natural world around them Understand the effect of changing seasons on the natural world around them Draw information from a simple map		**OUR COMMUNITY** Winter Farms Spring **Statements from Development Matters** Talk about members of their immediate family and community Explore the natural world around them Understand the effect of changing seasons on the natural world around them Draw information from a simple map		**OUR WORLD** Under the Sea Jungles Summer **Statements from Development Matters** Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live **Understanding the World/Early Learning Goals** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Understand some important processes and changes in the natural world around them, including the seasons	
	Why this and why now?					
	Children begin the year by drawing on and talking about their own experiences of their families and where they live, things that are familiar to them. They begin to explore our school setting and outdoor area. Using maps and their first-hand experiences they are able to share their knowledge of their school and their immediate natural world. Children observe and explore the natural changes of the world through the season of Autumn within their outdoor area. Children ask and answer questions to deepen their knowledge and understanding They will later use this knowledge to make comparisons to the other seasons throughout the year.		Children's knowledge of their immediate environment is expanded on through making observations and having first-hand experiences within their local community. We encourage children to have a good understanding of our local community and surrounding area, so they can use this information to observe similarities and differences between our local environment and a contrasting area next term. Being able to talk about the different features within their surrounding environment will also help them with their comparisons. Children's knowledge of environment and map features become more specific in KS1 through studying human and physical geographical features. Children begin to have a better understanding of their place in the world.		Having a secure understanding of their own local environment from last term children are able to compare their local area to a contrasting environment. Using their knowledge of features helps them compare similarities and differences. Children observe the season of summer and make comparisons to previous seasons experience throughout the year. Children continue to make observations of their natural world through different features and experiencing different weathers and seasons. Observation skills and recording is deepen in KS1 through geographical features, map skills and weather charts. Having observed and an understanding of their school environment, local area and the knowledge that all	

			Children will observe and explore the natural changes of winter and spring and how this looks different in the world around them. Children are able to make comparisons to the season of Autumn from the observations they made during terms one and two		environment are not the same lays the foundation for developing their geography knowledge and skills in KS1.	
	Vocabulary, Key Concepts/Skills					
	Key Concepts and Skills **Development Matters:** To study and observe their immediate environment, including the season of Autumn To name the road and village our school is located in To create simple maps **Vocabulary** unique, different, special, change, season, bungalow, caravan, cottage, flat		**Key Concepts and Skills** **Development Matters:** To look at aerial views of our school To make observations and discuss buildings, open spaces, roads and other simple features To create simple maps **Vocabulary** frost, ice, melt, freeze, barn, Church, library, museum, Mosque, Buds, blossom		**Key Concepts and Skills** **Development Matters:** To talk about features of their own immediate environment through hands-on-experiences To look at how environments might vary from one another by using images and video clips To make observations and draw pictures of animals and plants in their own immediate environment To compare life in their country to life in other countries **Vocabulary** ocean, Earth, explore, discover, travel, plant, seed, soil, stem, leaf/leaves, waves	
	Wonderful Me!	UK Explorers	London's Burning	From Little Acorns	Magnificent Mexico	Marvellous Minibeasts
CYCLE A 2022/23 Key Stage One		Enquiry Question: **Why is London our Capital City?** Our local area – Branston Our school, its grounds and local area London Name, locate and identify the United Kingdom, its four countries, capital cities and surrounding seas using world maps, atlases and globes Season and weather patterns in the United Kingdom in relation to the		Name and locate the world's seven continents and five oceans using world maps, atlases and globes Locate hot and cold areas of the world in relation to the Equator and the North and South Poles Use simple compass directions (North, South, East and West)	Enquiry Question: **Where in the World is Mexico?** Name and locate the world's seven continents and five oceans using world maps, atlases and globes Compare a small area of the United Kingdom – Branston to a small area of a non-European country – Mexico (village in Mexico) By studying the seasonal weather patterns, the location in relation to the Equator and	

		Equator and the North and South Poles Use simple compass directions (North, South, East and West) Use aerial photographs and plan perspectives to recognise landmarks and key human and physical geographical features of Branston, London and the United Kingdom Devise a simple map; and use and construct basic symbols in a key			the North and South Poles, the landmarks, and the human and physical geography	
	Why this and why now?					
		From the units 'All About Me, Our Families and Our Homes' in EYFS children have some knowledge and understanding of Branston and their local area. Features they learnt about are built upon and expanded to human and physical geographical features. Children gain a good understanding of Branston's human and physical features so they are able to compare Branston to a non-European country later in the year during term 5.		Having studied Branston in EYFS and during Term Two this year including the UK, children widen their knowledge and understanding of the world by learning about the seven continents and five ocean of the world. Children see where Branston and the UK fits into the wider world, being able to put this into the wider context of Europe and the other continents. This gives children the opportunity to recap and apply their knowledge of the UK and Branston from Term Two	During the Summer term in EYFS, children recognised some similarities and differences between life in their country and life in other countries. This term builds on this. Children use their knowledge of geographical features, world maps, weather and climates to gather data on a non-European country in Mexico. This also enable them to answer our Enquiry Question for this term. Children's knowledge of Branston and the human and physical feature learnt during term two enables them to compare Branston to a non-	

		Children's knowledge of human and physical features is enhanced through first-hand observations during our village walk. Their geographical features knowledge is applied through creating a simple map. Children learn basic map skills, drawing on their knowledge from EYFS, where they created their own maps using objects Through locating Branston on a map children widen their geographical knowledge to the UK. They move onto looking at London in more detail this term to answer our Enquiry Question and to support them in their learning next term 'The Great Fire of London.' Children have an understanding of where they live in the UK to build and expand on later in the year.		Building on prior knowledge of seasons throughout EYFS, children look at the weather and climate of the different continents of the world in relation the Equator. This will further develops children's knowledge and understanding of seasons a unit also covered in Science.	European country in Mexico, identify and comparing similarities and difference.	
	Vocabulary, Key Concepts/Skills					
		<u>Knowledge</u> **Locational:** -name, locate and identify characteristics of the four countries and capital cities		**<u>Knowledge</u>** **Locational:** -name and locate the world's seven continents and five oceans	**<u>Knowledge</u>** **Locational:** -name and locate the world's seven continents and five oceans **Place:**	

		of the United Kingdom and its surrounding seas **Human and Physical Geography:** -seasonal and daily weather patterns in the United Kingdom -locate hot and cold areas of the world in relation to the Equator and the North and South Poles -refer to: key physical and human features **Skills** -use world maps, atlases and globes to identify the United Kingdom and its countries - use simple compass directions to describe the location of features and routes on a map -use aerial photographs and plan perspectives to recognise landmarks -devise a simple map; and 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 it surrounding environment **Vocabulary** United Kingdom (UK), England, North Ireland,		**Human & physical Geography:** -locate hot and cold areas of the world in relation to the Equator and the North and South Poles **Skills** -use world maps, atlases and globes to identify the continents and oceans studied at this key stage. - use simple compass directions and locational and directional language, to describe the location of features and routes on a map **Vocabulary** Continents, Asia, Africa, North and South America, Antarctic, Europe and Australia (Australasia). Oceans, Pacific Atlantic, Indian, Southern, Arctic. Hot, cold, Equator and the North and South Poles Northern and Southern Hemisphere Compass, North, South, East and West	-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 & physical Geography:** -locate hot and cold areas of the world in relation to the Equator and the North and South Poles -refer to: key physical and human features **Skills** -use world maps, atlases and globes to identify the continents and oceans studied at this key stage. - use simple compass directions -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features **Vocabulary** Non-European country Mexico **key physical features**: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation **key human features**: city, town, village, factory, farm, house, office, port, harbour and shop.	

		Scotland and Wales, London, Belfast, Edinburgh, Cardiff. North Sea, English Channel, Irish Sea, Atlantic Ocean. **key physical features**: forest, hill, river, soil, vegetation **key human features**: city, town, village, shop. Landmarks Map, key, symbols, routes. World map, atlas, globe. Ariel and plan perspectives				
	Brilliant Branston	Fossil Hunters	A Castle fit for a King	Seeds, Soil & Sunshine	Amazing Africa	Paws, Claws & Whiskers
CYCLE B 2022/23 Key Stage One	Enquiry Question: **What makes Branston a unique place to live?** Our Local Area – Branston Branston on the map Our school, its grounds and local area Study the human and physical geography and landmarks Devise a simple map; and use and construct basic symbols in a key Name, locate and identify the United Kingdom, its four countries, capital cities and surrounding seas using world maps, atlases and globes Season and weather patterns in the United Kingdom in relation to the Equator and the North and South Poles				Enquiry Question: **Is it ever cold in Africa?** Name and locate the world's seven continents and five oceans using world maps, atlases and globes Compare a small area of the United Kingdom – Branston to a small area of a non-European country – a country in Africa (village) By studying the seasonal weather patterns, the location in relation to the Equator and the North and South Poles, the landmarks, and the human and physical geography	Name and locate the world's seven continents and five oceans using world maps, atlases and globes Locate hot and cold areas of the world in relation to the Equator and the North and South Poles Use simple compass directions (North, South, East and West)

	Use simple compass directions Use aerial photographs and plan perspectives					
	Why this and why now?					
	During Cycle A children gained a secure understanding of Branston and their local area. Features they observed in EYFS and human and physical geographical features they learnt about Branston in Cycle A are added to and taught in more detail. Children will recap and apply their knowledge of geographical features when comparing Branston to a different non-European country later in the year during term 5. Children's knowledge of human and physical features is enhanced through first-hand observations during our village walk. Their geographical features knowledge is applied through creating a simple map with symbols and a key. Children's map skills are developed from EYFS and				Children have a secure and deep knowledge of Branston and their local surrounding area from EYFS, Cycle A and during term one where they did an in depth study of Branston. Children use their knowledge of geographical features, world maps, weather and climates to gather data on a non-European country in Africa. Enabling them to answer our Enquiry Question for this term. Having studied Branston and a place within Africa using the same geographical knowledge and skills, children are able to compare similarities and difference between the two. Children will now have compared Branston to two non-European countries. Giving them basic geographical vocabulary, knowledge and skills ready for KS2	Children are given the opportunity to recap and further deepen their knowledge and understanding of the world's continents, oceans and climates learnt during EYFS, Cycle A and terms 1 and 5 this year Children develop their knowledge and understanding of the world by look at how weather and climate effects the different geographical features and the animals that inhabit there, linking to our topic for this term. This also builds upon children's observations of plants and animals in the environment in EYFS during the summer term

	Cycle A and contain more detail including simple compass directions Children have a deeper understanding of their village of Branston and answer our Enquiry Question for this term					
	Vocabulary, Key Concepts/Skills					
	<u>Knowledge</u> **Locational:** -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Human and Physical Geography:** -identify seasonal and daily weather patterns in the United Kingdom and locate hot and cold areas of the world in relation to the Equator and the North and South Poles - refer to: key physical and human features **<u>Skills</u>** -use world maps, atlases and globes to identify the United Kingdom and its countries - use simple compass directions and locational and directional language, to describe the location of features and routes on a map				**<u>Knowledge</u>** **Locational:** -name and locate the world's seven continents and five oceans **Place:** -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 & physical Geography:** - locate 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 and human features **<u>Skills</u>** -use world maps, atlases and globes to identify the continents and oceans studied at this key stage. -use aerial photographs and plan perspectives to recognise	**<u>Knowledge</u>** **Locational:** -name and locate the world's seven continents and five oceans **Human & physical Geography:** locate hot and cold areas of the world in relation to the Equator and the North and South Poles **<u>Skills</u>** - use world maps, atlases and globes to identify the continents and oceans studied at this key stage. - use simple compass directions **<u>Vocabulary</u>** Continents, Asia, Africa, North and South America, Antarctic, Europe and Australia (Australasia). Oceans, Pacific Atlantic, Indian, Southern, Arctic. Hot, cold, Equator and the North and South Poles Northern and Southern Hemisphere

	-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 their school and its grounds and the key human and physical features of it surrounding environment **<u>Vocabulary</u>** United Kingdom (UK), England, North Ireland, Scotland and Wales, London, Belfast, Edinburgh, Cardiff. North Sea, English Channel, Irish Sea, Atlantic Ocean. Key human and physical features, landmarks Map, key, symbols, routes. World map, atlas, globe. Ariel and plan perspectives				landmarks and basic human and physical features **<u>Vocabulary</u>** Continents, Asia, Africa, North and South America, Antarctic, Europe and Australia (Australasia). Oceans, Pacific Atlantic, Indian, Southern, Arctic. Non-European country Africa Northern and Southern Hemisphere Key human and physical features	Compass, North, South, East and West