



## PROGRESSION IN GEOGRAPHY - EYFS TO YEAR 2

A child with secure, age-related geographical knowledge and processes will show evidence of attainment set out for the end of each unit:

	EXPLORERS	PLANET PROTECTORS	HEROES	EXPLORERS	ECOLOGISTS	HEROES
By the end of EYFS	<i>Local Area Upton/Moreton</i>	<i>The United Kingdom</i>	<i>Maps and fieldwork</i>	<i>Antarctica</i>	<i>Local Area New Brighton</i>	<i>Contrasting locality</i>
<p>I can describe my immediate environment using knowledge from observation, stories, non-fiction texts, maps.</p> <p>I can explain similarities and differences between life in this country and life in other countries, drawing on knowledge from observation, stories, non-fiction texts, maps.</p> <p>I know similarities and differences between my natural world and contrasting environments, drawing on experience and reading.</p> <p>I understand important changes and processes in the natural world, including seasons.</p>	<p>I can name the villages in my local area and say where I live (Moreton and Upton).</p> <p>I can talk about key human and physical features in Upton.</p> <p>I know that I live on the Wirral which is in the North of England.</p> <p>I understand that Wirral is a peninsula which means that it is surrounded by water on three sides.</p> <p>I can name the three bodies of water around my peninsula.</p> <p>I can name the cities nearest to my area.</p>	<p>I can name the four countries and capital cities of the United Kingdom.</p> <p>I can locate the four countries and capital cities of the UK on a map.</p> <p>I can identify characteristics of the four countries of the United Kingdom.</p> <p>I can identify characteristics of the four capital cities of the United Kingdom.</p> <p>I can identify the United Kingdom countries and capital cities on an atlas and globe.</p> <p>I can name the seas surrounding the UK.</p>	<p>I can identify an area of our school grounds which needs protecting and devise a plan to protect it.</p> <p>I can explore aerial photos/plan perspectives of my school to identify known areas.</p> <p>I can draw a simple map of our local park.</p> <p>I can construct and use basic symbols in a key.</p> <p>I can use four compass points to describe the location of features on a map of my local park.</p> <p>I can use directional language to guide a partner along routes on a map around the park.</p>	<p>I can name the world's seven continents.</p> <p>I can locate the seven continents on a map.</p> <p>I can locate the seven continents on an atlas.</p> <p>I can locate the seven continents on a globe.</p> <p>I can identify the North Pole, South Pole and Equator on a globe.</p> <p>I can talk about hot and cold places on Earth and say why they are hot or cold.</p> <p>I can talk about the continent of Antarctica and explain how the seasons and weather patterns differ to the UK.</p>	<p>I can recall a wide vocabulary of human and physical features.</p> <p>I can name human and physical features in my wider local area.</p> <p>I can identify key human and physical features on Wirral maps.</p> <p>I can name important landmarks in Wirral and locate them on aerial photographs and plan perspectives.</p> <p>I can talk about the environmental change in my local area.</p> <p>I can complete a fieldwork activity to protect our area (beach clean).</p>	<p>I can identify oceans and continents on a map, atlas and globe.</p> <p>I can identify places studied on a map, atlas and globe.</p> <p>I can talk about the similarities in human/physical features between Wirral, UK and a contrasting non-European locality.</p> <p>I can talk about the differences in human/physical features between Wirral, UK and the contrasting locality studied.</p> <p>I understand how I can help to protect our World.</p>



## PROGRESSION IN GEOGRAPHICAL VOCABULARY - EYFS TO YEAR 2

	EXPLORERS	PLANET PROTECTORS	HEROES	EXPLORERS	PLANET PROTECTORS	HEROES
By the end of EYFS	<i>Local Area Upton/Moreton</i>	<i>The United Kingdom</i>	<i>Maps and fieldwork</i>	<i>Antarctica</i>	<i>Local Area New Brighton</i>	<i>Contrasting locality</i>
season weather same different world country map environment above below near far hot cold	village / city / town river sea peninsula human/physical rural / urban shop post office church house factory beach hill map	country capital city sea map atlas globe rural urban valley	map compass directions North / South East / West left / right fieldwork key symbol aerial plan	<i>Revise Y1 vocabulary</i> continent polar North Pole South Pole Equator seasons weather ocean	<i>Revise Y1 vocabulary</i> landmark beach cliff coast ocean river farm port harbour	<i>Revise Y1 vocabulary</i> landscape desert ocean mountain soil vegetation human geography physical geography sustainability

### Fiction and Non-fiction books to support learning:

EYFS	EXPLORERS	PLANET PROTECTORS	HEROES	EXPLORERS	PLANET PROTECTORS	HEROES
This Moose belongs to Me by Oliver Jeffers 'Leaf' by Sandra Dieckmann 'Magic Beach' by Alison Lester 'Change starts with us' by Sophie Beer	'Town Mouse and Country Mouse' by Susanna Davidson  'Me on the Map' by Joan Sweeney	Katie Morag books 'Katie in London' by James Mayhew 'Dilwyn the Welsh dragon' by Samuel Swain 'The Big Book of the UK' by Imogen Williams	'The Once Upon a Time' Map Book by BG Hennessy 'Follow that Map!' by Scot Ritchie	Little People, Big Dreams Ernest Shackleton David Attenborough 'Poles Apart' by Jeanne Willis 'The Great Explorer' by Chris Judge	'The Sea Saw' by Tom Percival 'A River' by Max Martin 'Dear Greenpeace' by Simon James 'Window' and 'Belonging' by Jeannie Baker 'Tidy' by Emily Gravett	'Lila And The Secret Of The Rain' by David Conway 'Dear Earth' by Isabel Otter 'There's a Rang-Tan in my bedroom' by James Sellick 'Amazon Adventure- Unfolding Journeys' by Stewart Ross



## EXTENDING HIGHER ATTAINING CHILDREN IN FOUNDATION SUBJECTS - GEOGRAPHY

FOUNDATION SUBJECT	KEY STAGE TWO	VOCABULARY TAUGHT IN YEAR THREE
GEOGRAPHY	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ 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</li> <li>♣ 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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ describe and understand key aspects of: <ul style="list-style-type: none"> <li>a) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>b) 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</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>♣ 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</li> <li>♣ 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.</li> </ul>	<p>overseas territories natural resources national parks climate topography</p> <p>volcano lava eruption magma crust tectonic plate mantle ash inner core outer core iron natural disaster</p> <p>economy trade transatlantic</p> <p>compass points Ordnance Survey time zones</p>