

**GEOGRAPHY CURRICULUM AND PROGRESSION**

Curriculum intent: To develop a knowledge, understanding and curiosity of where they live and the wider world. To know about how the world is changing, how our actions impact on this, why we need to look after our world and ways we can do that.

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
N	<p>THIS IS ME! <a href="#">Understanding the World</a> *use all their senses in hands-on exploration in natural materials. *Begin to understand the need to respect and care for the natural environment and all living things. Learning about their immediate world/environment Exploring the natural environment, e.g. school grounds, Barrow Park Caring for nursery environment Basic questioning about immediate environment, e.g., nursery / homes Similarities and differences of immediate environments. Autumn/Winter Watch. Make collections of natural materials to investigate and talk about. Beginning to understand the wider community and people who help us, e.g., vet, doctor, nurses, fireman, policeman</p>	<p>SPECIAL TIMES <a href="#">Understanding the World</a> *use all their senses in hands-on exploration in natural materials. *Begin to understand the need to respect and care for the natural environment and all living things Learning about their immediate world/environment Beginning simple story maps Make collections of natural materials to investigate and talk about. Make bird feeders and place in various places around the nursery grounds Make a 'bug hotel'. Celebrate and value cultural, religious and community events, experiences and differences.</p>	<p>ONCE UPON A TIME <a href="#">Understanding the World</a> *use all their senses in hands-on exploration in natural materials. *Begin to understand the need to respect and care for the natural environment and all living things Following simple route and talking about what they can see Introducing simple vocabulary Simple story maps</p>	<p>OUT OF THIS WORLD <a href="#">Understanding the World</a> *use all their senses in hands-on exploration in natural materials. *Begin to understand the need to respect and care for the natural environment and all living thing Explore the possibilities of life other than/different to theirs (Space) Looking after their immediate environment Signs of Spring/preparing ground for planting Planting seeds in different parts of the nursery garden to improve the immediate environment (wildflower garden) Use equipment to support investigations e.g. magnifying glasses/tablets etc.</p>	<p>NATURE DETECTIVES/MUDDY FACES, AMAZING PLACES <a href="#">Understanding the World</a> *use all their senses in hands-on exploration in natural materials. *Begin to understand the need to respect and care for the natural environment and all living things Learning about their immediate world/environment - widening environment to front grass Looking after mini-beast's environment, creating homes Creating/maintaining flower beds Mapping our environment. St Paul's Wood</p>	<p>PIRATES/A LIFE ON THE OCEAN WAVE <a href="#">Understanding the World</a> *use all their senses in hands-on exploration in natural materials. *Begin to understand the need to respect and care for the natural environment and all living things. *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Widening knowledge of the world beyond school Describing environments and develop simple vocab Visiting local places Trip to the seaside to explore rock pools and the beach. Observe litter and discuss the consequences. Treasure maps</p>
R	<p>MARVELLOUS ME! <a href="#">Understanding the World</a> *Explore the natural world around them. *Recognise some environments that are different to the one in which they live. *Understand some important processes and changes in the natural world around them, including the seasons. <i>(The Natural World ELG)</i> Visit to Page Bank Farm Looking for signs of Autumn</p>	<p>JULIA DONALDSON <a href="#">Understanding the World</a> *Explore the natural world around them. *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(People, Culture and Communities ELG)</i> *Understand some important processes and changes in the natural world around them, including the seasons. <i>(The Natural World ELG)</i> Looking at school grounds, boundaries, how to look after things Rules for caring for our environment Noticing changes in immediate environment Looking for Signs of Winter</p>	<p>THE WORLD AROUND US <a href="#">Understanding the World</a> *Draw information from a simple map. *Recognise some similarities and differences between life in this country and life in other countries. *Explore the natural world around them. *Recognise some environments that are different to the one in which they live. *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(People, Culture and Communities ELG)</i> *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. <i>(People, Culture and Communities ELG)</i> *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. <i>(The Natural World ELG)</i> Read Handa's Surprise – map her journey Local walks to Library, town etc following a map. Draw own map of journey. Talk about places they know. Talk about places they have visited Look at where Barrow is on a map Look at where China and Africa are on world map and how it links to UK Learn about China and Africa cultural differences Visit to Conishead Priory</p>	<p>TRADITIONAL TALES (Red Riding Hood, Three Little Pigs) <a href="#">Understanding the World</a> *Draw information from a simple map. *Explore the natural world around them. *Recognise some environments that are different to the one in which they live. *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(People, Culture and Communities ELG)</i> *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. <i>(The Natural World ELG)</i> Walking through a story and physically mapping a journey Walk around the local area – discuss different types of houses. Talk about natural and manmade features.</p>	<p>IN THE GARDEN <a href="#">Understanding the World</a> *Explore the natural world around them. *Recognise some environments that are different to the one in which they live. *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(People, Culture and Communities ELG)</i> *Understand some important processes and changes in the natural world around them, including the seasons. <i>(The Natural World ELG)</i> Visits to Greenheart Den Hungry Caterpillar - planting seeds to encourage butterflies Signs of Spring</p>	<p>DINOSAURS <a href="#">Understanding the World</a> *Understand some important processes and changes in the natural world around them, including the seasons. <i>(The Natural World ELG)</i> Signs of Summer</p>
1	<p>INTO THE WOODS <a href="#">Human and physical geography</a> * identify seasonal and daily weather patterns in the United Kingdom * use basic geographical vocabulary to refer to: *key physical features, including: forest, soil, vegetation, season and weather <a href="#">Geographical Skills and Fieldwork</a> * devise a simple map</p>	<p>TELL ME A STORY <a href="#">Human and physical geography</a> * identify seasonal and daily weather patterns in the United Kingdom Seasons and weather patterns</p>	<p>MUCK, MESS AND MIXTURES <a href="#">Human and physical geography</a> * identify seasonal and daily weather patterns in the United Kingdom Seasons and weather patterns</p>	<p>PAWS, CLAWS AND WHISKERS <a href="#">Human and physical geography</a> * identify seasonal and daily weather patterns in the United Kingdom Seasons and weather patterns</p>	<p>EXPLORATION AND DISCOVERY <a href="#">Human and physical geography</a> *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 human features, including: city, town, village</p>	<p>UK <a href="#">Human and physical geography</a> * 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 human features, including: city, town, village</p>

	<p>* use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>School grounds</p> <p>Drawing and following maps</p> <p>Seasons and weather patterns</p>				<p><u>Geographical skills and fieldwork</u></p> <p>*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</p> <p>*name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Seasons and weather patterns</p> <p>UK</p>	<p><u>Geographical skills and fieldwork</u></p> <p>* 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</p> <p>* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Seasons and weather patterns</p> <p>UK</p>
2	<p>OUT AND ABOUT</p> <p><u>Location knowledge</u></p> <p>* name and locate the world's seven continents and five oceans</p> <p><u>Human and physical geography</u></p> <p>* use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical skills and fieldwork</u></p> <p>* use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map</p> <p>* 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</p> <p>* use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Barrow</p>	HORRIBLE HISTORY	<p>WHERE THE WILD THINGS ARE</p> <p><u>Location knowledge</u></p> <p>* name and locate the world's seven continents and five oceans</p> <p><u>Human and physical geography</u></p> <p>* identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>* use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical skills and fieldwork</u></p> <p>* use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map</p> <p>* 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</p> <p>Islands, continents and oceans</p> <p>Continental shift</p>	GAME CHANGERS	<p>HOME AND AWAY</p> <p><u>Place knowledge</u></p> <p>* 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</p> <p><u>Human and physical geography</u></p> <p>* identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>* use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Japan - earthquakes, volcanoes, typhoons</p>	