



All Saints C of E Bednall - Vertical progression – Understanding the World – The world - Geography overview



Focus	Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Nursery	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> • Talk about some of the things they have observed in different places • Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world • Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park 	<ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Begin to understand the effect their behaviour can have on the environment 	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Use diverse range of props, photos, books to notice & talk about similarities & differences
Reception	<ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like/dislike. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Talk about features. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' • Recognise some similarities & differences between life in this country & life in other countries 	<ul style="list-style-type: none"> • Explore their local environment and talk about the changes they see. • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. • Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions • Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> • Examine change over time. • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".. • Describe some actions which people in their own community do that help to maintain the area they live in. • Draw information from a simple map • Interpret range of sources of geographical information, including maps, globes, photographs
Year 1	<ul style="list-style-type: none"> • Locate and number the world's seven continents and five oceans. • Name and locate the four countries and capitals cities of the United Kingdom 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. 	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. • Use basic geographical vocabulary to refer to: - key physical features including: beach, cliff, forest, hill, mountain, sea, river, soil, valley, season and weather - key human features, including: city, town, village, factory, farm, house, office, and shop 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • Use simple fieldwork and observational skills to study the geography of their school grounds and the key human and physical features of its surrounding environment
Year 2	<p>Name and identify the surrounding seas of the United Kingdom</p> <p>Identify characteristics of the four countries and capitals cities of the United Kingdom and its surrounding seas</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>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 Pole.</p> <p>Use basic geographical vocabulary to refer to: - key physical features including: beach, cliff, forest, hill, mountain, sea, river, soil, valley, season and weather - key human features,</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans independently.</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</p>

			including: city, town, village, factory, farm, house, office, and shop PLUS coast, ocean, vegetation, port, harbour	a map. 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 grounds and the key human and physical features of its surrounding environment
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