
	<p align="center">South Farnborough Infant School Progression in Geography</p>		
<p>Intent</p>	<p>We will provide a wide variety of opportunities for children to become curious about the world whilst engaging in fieldwork. Through the Harmony principles there will be opportunities for Geographical enquiry within both the human and physical aspects of the environment. We will teach the skills to enable children to understand the similarities and differences within our country and the wider world.</p>		
<p align="center">EYs</p>	<p align="center">Statutory Guidance</p>	<p align="center">Year 1</p>	<p align="center">Year 2</p>
<p>ELG 14: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> ➤ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; ➤ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; ➤ 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. <p><i>I enjoy joining in with family customs and routines (Children around the World SUM1)</i></p> <p><i>I can talk about past and present events in my own life and in the lives of family members (Toys & Special Things SPR1)</i></p> <p><i>I know that other children do not always enjoy the same things, and I am sensitive to this (Getting to know you AUT1)</i></p> <p><i>I know about similarities and differences between myself and others, and among families, communities, cultures and traditions (Children around the World SUM1) (Getting to know you AUT1)</i></p>		<p>Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><u>Place knowledge</u></p> <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, and of a small area in a contrasting non-European country <p><u>Human and physical geography</u></p> <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 in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><u>Geographical skills and fieldwork</u></p> <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 studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	
	<p align="center">Locational knowledge</p>	<p><i>Can use maps to identify the four countries of the UK, its capital cities and its surrounding seas (NC)</i></p>	<p><i>Can name and locate the world's seven continents and five oceans (NC)</i></p> <p><i>Can identify where rainforests are located on a map.</i></p> <p><i>Can say how coasts have changed over time.</i></p>
<p>ELG 15: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> ➤ Explore the natural world around them, making observations and drawing pictures of animals and plants; ➤ 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; ➤ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p align="center">Place knowledge</p>	<p><i>Can understand geographical similarities and differences of human and physical features of a small area of the UK (London) and the Jurassic Coast.</i></p> <p><i>Can express views on some features of their environments including homes/communities and people who help us.</i></p> <p><i>Can compare the Gordon Brown Centre environment to our school environment.</i></p>	<p><i>Can say where various explorers came from and where they went</i></p> <p><i>Can compare the UK with a non-European country (Cameroon)</i></p>
		<p><i>Can identify human and physical features in the immediate and wider environment, including key landmarks.</i></p> <p><i>Can identify seasonal weather changes within the UK.</i></p>	<p><i>Can identify the features that explorers observe when traveling.</i></p> <p><i>Can identify seasonal weather changes within the UK and wider world.</i></p>

<p><i>I can look closely at similarities, differences, patterns and changes in nature (Seasons – AUT2, SPR2, SUM2)</i></p> <p><i>I know about similarities and differences in relation to places, objects, materials and living things (Down on the Farm SUM1)</i></p> <p><i>I can talk about the features of my own immediate environment and how environments might vary from one another (Seasons – AUT2, SPR2, SUM2)</i></p> <p><i>I can make observations of animals and plants and explain why some things occur, and talk about changes (On Safari SPR1) (Down on the Farm SUM1) (Seasons – AUT2, SPR2, SUM2)</i></p>	Human & Physical Geography	<p>Can recognise some weather symbols.</p> <p>Can understand geographical features of woodland and pond areas.</p> <p>Can understand the geographical features of the Jurassic coast.</p>	<p>Can locate hot and cold areas of the world in relation to the equator and poles.</p> <p>. Can name and identify human and physical features on the coast (West Wittering)</p>
	Geographical skills & fieldwork	<p>Can make and follow simple maps with keys to study the geography of the local area and wider country.</p> <p>Can explore the school pond and understand what plants/animals live and grow near ponds.</p> <p>Can study an area of the UK (Jurassic coast) and identify the features of fossils.</p> <p>Can observe first hand a woodland environment at the Gordon Brown centre.</p> <p>Can take part in orienteering at the GB Centre</p>	<p>Can use maps and atlases to locate and map the journeys undertaken by different explorers.</p> <p>Can use aerial photos and perspective to recognise basic human and physical features on maps.</p> <p>Through visiting the seaside can observe, name and investigate the keys features and language including hill, cliff, season, sea, weather, ocean</p>
	Knowledge & Harmony Links	<p><u>By the end of Year 1, children should:</u></p> <p>Know the school address, including postcode (Marvellous Me AUT1)</p> <p>Create simple maps of their school and local area (Marvellous Me AUT1)</p> <p>Know some of the physical and human features of the UK, including landmarks (Marvellous Me AUT1)</p> <p>Know which the hottest and coldest seasons are (Trees and Flowers SUM2)</p> <p>Know and recognise some main weather symbols (Water SPR2)</p> <p>Use language such as up, down, left, right, next to and below</p>	<p><u>By the end of Year 2, children should:</u></p> <p>Know the names of the seven continents (Explorers AUT1)</p> <p>Locate and name the five oceans of the world and identify the structure of an ocean (Oceans SUM1&2)</p> <p>Compare the weather and seasons of the UK and that of another country (Explorers AUT1)</p> <p>Identify the structure of a rainforest and locate on world maps (Rainforests – SPR1&2)</p> <p>Use a compass with the language North, East, South and West (Rainforests & Fairtrade – SPR2)</p> <p>Name some physical features of the coast and how these are affected by climate change (Oceans SPR2 – West Wittering trip)</p>

 GEOGRAPHY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	<p>Similarities and differences between myself and others, and among families, communities, cultures and traditions</p> <p>My immediate environment</p> <p>Features of our own immediate environment and how environments might vary from one another</p>	<p>Similarities, differences, patterns and changes in nature</p> <p>Features of our own immediate environment and how environments might vary from one another</p>	<p>Observing animals and plants and explaining why some things occur, and talk about changes</p>	<p>Similarities, differences, patterns and changes in nature</p> <p>Features of our own immediate environment and how environments might vary from one another</p> <p>Observing animals and plants and explaining why some things occur, and talk about changes</p>	<p>Joining in with family customs and routines</p> <p>Features of our own immediate environment and how environments might vary from one another</p> <p>Observing animals and plants and explaining why some things occur, and talk about changes Geographical Skills & Fieldwork – Trip to Wellington Country Park</p>	<p>Similarities, differences, patterns and changes in nature</p> <p>Features of our own immediate environment and how environments might vary from one another</p> <p>Observing animals and plants and explaining why some things occur, and talk about changes</p>

<u>HARMONY</u>	<i>‘Getting to know you’ – Oneness, Wellbeing ‘Once upon a time’</i>	<i>‘Autumn’, “Delve into a book’ & ‘Christmas – The Nativity’ – Diversity, Circles & Cycles</i>	<i>‘Walking through the Jungle’ – Interdependence, Adaptation ‘Wellbeing Week’ – Wellbeing, Oneness</i>	<i>Toys & Special things’ - Diversity Real-life Superheroes’ – Interdependence ‘Spring’ – Circles & Cycles, Interdependence, Geometry</i>	<i>‘Children & Celebrations Around the World’ – Diversity ‘Down on the Farm’ – Interdependence, Circles & Cycles</i>	<i>‘Geometry in Nature’ – Geometry ‘Climate Change with Eddie the Penguin’– Interdependence, Oneness & Adaptation. ‘Growing & Changing’ - Wellbeing</i>
<u>Year 1</u>	<i>Locational Knowledge – Maps: the UK and its cities Human & Physical Geography – Our school, our village, our country Maps: label a simple map of my school Fieldwork: my school and the surrounding environment.</i>	<i>Locational Knowledge – Maps: London then and now, 3D mapping</i>		<i>Contextual and Place Knowledge –the Jurassic coast (link History, Mary Anning) Maps: revisit UK and label J. coast. Fieldwork and Physical: understanding the features of fossils and how they are formed.</i>	<i>Locational Knowledge – where are we and where is the GB Centre? Human & Physical – identify human and physical features at the GB Centre. Geographical Skills & Fieldwork – Trip to Gordon Brown Centre Place Knowledge: comparing GB Centre to our school surroundings. Maps: draw and label own map of trip around the GB Centre. Create and use symbols in a simple key. Human and Physical: identify seasonal and daily weather patterns in the UK and understand how the environment affects our choices.</i>	
<u>HARMONY</u>	<i>“What makes me marvellous?” – Wellbeing, Oneness, Diversity, Interdependence</i>	<i>‘Why is the woodland wonderful?’ Diversity & Circles and Cycles ‘Christmas’ – Diversity</i>	<i>‘How does water help us? – Oneness & Circles and Cycles</i>	<i>“How can we bring traditional tales to life?” – Adaptation</i>	<i>‘Which is my favourite wildflower and why?’ – Circles and Cycles & Diversity</i>	<i>‘Why are bees so brilliant?’ – Circles and Cycles & Interdependence</i>
<u>Year 2</u>	<i>Locational Knowledge – Maps: keys, symbols and plotting journeys. Naming and labelling continents and oceans of the world. Human & Physical Geography – Plotting routes and observing features witnessed by a range of explorers</i>	<i>Geographical Skills & Fieldwork – 3D maps of our journey to the Military Museum</i>	<i>Locational Knowledge – Where are the world’s rainforests? Place Knowledge – Boukou and the Baka Tribe of Cameroon. Comparing UK and Cameroon. Field work: trip to Wisley Gardens</i>		<i>Locational Knowledge – Ocean layers and locating the world’s oceans on a map Human & Physical Geography – Name some physical features of the coast and how these are affected by climate change Geographical Skills & Fieldwork – Trip to West Wittering</i>	
<u>HARMONY</u>	<i>‘Explorers’ - Oneness</i>	<i>‘Remembrance’ & ‘Light’ - Diversity</i>	<i>‘Rainforests’ – Interdependence & Adaptation</i>	<i>‘Easter’ – Diversity & Oneness</i>	<i>‘Oceans’ – Circles & Cycles</i>	<i>‘Oceans’ – Circles & Cycles ‘Fibonacci’ – Geometry and Circles & Cycles</i>