



# Geography

## Skills progression overview at Sixpenny Handley First and Nursery School

National curriculum/EY curriculum					
Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3	Year 4
<p><b>Children aged 0-3 will be learning to: (Development matters)</b></p> <ul style="list-style-type: none"> <li>Explore and respond to different natural phenomena in their setting and on trips.</li> </ul> <p><b>Children aged 3-4 will be learning to: (Development matters)</b></p> <ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they</li> </ul>	<p><b>Reception children will be learning to: (Development matters)</b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>Early Learning Goals from UW the natural world, and people, culture and communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from</li> </ul>	<p><b>Ge1/1.1a</b> name and locate the world's 7 continents and 5 oceans</p> <p><b>Ge1/1.1b</b> name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Ge1/1.3a</b> 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</p> <p><b>Ge1/1.4a</b> 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><b>Ge1/1.4b</b> use simple compass directions (North, South, East and West) and locational and directional language to describe the location of</p>	<p><b>Ge1/1.1a</b> name and locate the world's 5 oceans</p> <p><b>Ge1/1.2a</b> 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><b>Ge1/1.3a</b> 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</p>	<p><b>SF1</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>SF2</b> 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</p> <p>Describe and understand key aspects of:</p> <p><b>HP1</b> physical geography, including: climate zones, biomes and vegetation belts, mountains</p> <p><b>HP2</b> human geography, including: types of settlement and land use</p> <p><b>LK 1</b> 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</p> <p><b>Ge2/1.3a</b> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,</p>	<p><b>Ge2/1.4a</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Ge2/1.4b</b> use the 8 points of a compass, 4 and 6-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</p> <p><b>Ge2/1.4c</b> 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.</p> <p><b>Ge2/1.3a</b> describe and understand key aspects of physical geography, including: vegetation belts, rivers, mountains</p> <p><b>Ge2/1.3b</b> describe and understand key aspects of</p>



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<p>have experienced or seen in photos.</p>	<p>observation, discussion, stories, non-fiction texts and maps;</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• talk about the lives of people around them and their roles in society</li> </ul>	<p>features and routes on a map  <b>Ge1/1.4c</b> 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  <b>Ge1/1.4d</b> 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>rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>PK1</b> 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</p>	<p>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</p>
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*Pupils will learn to:*

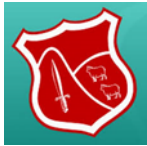
Themes within subject	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3	Year 4
Location	Know we live in a country called England (3-4)	Know the name of the village they live in.  Identify the land and sea on a map/globe.	Know that England is part of the UK and is a country in Europe.	Can identify Antarctica	Locate lines of latitude and longitude Know the location of the river Amazon.	



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<p>Place</p>	<p>Know that there are different countries (3-4)</p> <p>Talk about the differences between places they have experienced or seen in photos/ stories (3-4)</p>	<p>Recognise some similarities between life in this country and other countries (ELG UW) eg children go to school, people live in houses, there are towns and cities</p> <p>Recognise some differences between life in this country and other countries (ELG UW) eg differences (from stories or pictures) summer is hotter, winter has more snow, higher mountains, more dangerous snakes, houses look different</p>	<p>Know and identify the names of the 7 continents</p> <p>Name the 4 parts of the UK and their capital cities</p>	<p>Know the names of the 5 oceans Locate the Equator, North and South poles</p>	<p>Know how the Brazilian rainforests and the New Forest are similar/different. Know about the ring of fire in the Pacific.</p>	
<p>Physical</p>	<p>Explore and respond to different natural phenomena around them e.g splashing in puddles/ using an umbrella in the rain (2-3)</p> <p>Talk about what they see using basic vocabulary e.g. trees, stream (2-4)</p> <p>Show respect for the natural environment and living things (3-4)</p>	<p>Recognise some environments that are different to the one in which they live (ELG UW)</p> <p>Know about animals and living things in their local environment</p> <p>Use basic vocabulary to describe features of the natural world (ELG UW)</p> <p>Understand why we should respect and look after the World</p> <p>Know simple ways to look after the world</p>	<p>Use basic geographical language to identify physical features and make comparisons.</p> <p>Talk confidently about their school and its surrounding village and sort features into categories: human and physical.</p>	<p>Can talk about seasonal patterns in the UK</p> <p>Can identify Antarctica as a cold area in the world and talk about it in relation to the Equator.</p>	<p>Know lines of latitude and longitude Know how climate has impact on a biome.</p> <p>Know some of the features of a rainforest biome –high annual rainfall, high average temperature, high levels of biodiversity, nutrient poor soil.</p> <p>Know that volcanoes can be active or inactive.</p> <p>Know that an eruption involves molten rock (lava) escaping through the earth's crust.</p>	<p>Know about the key features of a river</p> <p>Know how rivers may change over time e.g. Oxbow lakes</p>



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Human	show interest in different occupations and use related vocabulary e.g. vet (3-4) <i>Put in as preparation for ELG</i>	Know how seasons affect farming  Talk about the lives of people around them and their roles in society (ELG UW)	Use basic geographical language to identify human features and make comparisons.  Talk confidently about their school and its surrounding village and sort features into categories: human and physical.		Know how human behaviours have impact on a biome.  Pose geographical questions e.g. What happens if the rainforests are cut down? Understand what is meant by 'trade'.  Understand types of trade in South America and its impact on the rainforest and deforestation.	Understand what is meant by 'economic activity'.  Know how the key features of a river impact on settlement and economic activity. Understand why and how rivers may need to be managed and the link to weather patterns.
Fieldwork	Talk about daily journeys in the school grounds and changes that they see in different seasons.  Read stories that use prepositional language.	Can talk about a familiar journey  Follow clues on a simple treasure hunt that describes easily identified features.  Follow instructions that include prepositions: behind, under, beside etc.  Describe their immediate environment based on observation. (ELG)	Use simple observational skills to study the geography of the school environment e.g. navigating routes, noticing impact of weather, collecting digital information (photos)	Use simple observational skills to study the village in which they live and compare to life in Antarctica.		Pose geographical questions and use fieldwork and data capture to investigate them e.g. Do all settlements need to have rivers nearby?
Maps	Pick out information from a simple map	Look at aerial views of the school ( <i>Preparation for Y1</i> )  Can draw a map that shows positioning of at least 3 objects eg simple map of classroom  Draw a simple map from a familiar story	Draw a simple map labelling specific features with a key  Identify physical features such as rivers, mountains, beaches from aerial photos.			Compare and contrast physical features from ordnance survey maps  Explore maps of a locality over time and answer geographical questions e.g. what do you notice about transport networks over time?  Know how to use 4 figure grid references



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		Know about directional language (forwards, backwards, left, right)				
Key vocabulary	School, nursery, garden, playground, fields, hills, mountains, map, cave, forest, rain, sun, snow, autumn, winter, spring, summer, sand, sea, hill, shop, house, church	Town, village, road, country, continent, Spring, Summer, Autumn, Winter, harvest, crop, world, sea, shore, coast, seashore, mountain, river, pond, hill, land, rivers, homes, journeys, farm, church, High street, shop, post office planet, earth, globe, flood, blizzard, storm, thunder, lightning under, beside, behind, in front of, on top of, next to	key, aerial photograph, orientate, North, South, East, West, United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, Europe, Africa, Asia, North America, South America, Antarctica, Oceania, island, beach, cliff, coast, forest, hill, mountain, sea, ocean, cliffs, river, soil, valley, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop under, beside, behind, in front of, on top of, next to, near, far, in the distance, journey, holiday,	Arctic, Atlantic, Indian, Pacific and Southern oceans, equator, north pole, south pole, biome, human, physical, comparison, similarity, atlas, season, weather, rural, temperature, cliff, coast, beach, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop	Equator, tropics of cancer and capricorn, canopy, emergent, understory, diversity, biome, climate, temperate, tropical, nutrient, biodiversity, deforestation, monsoon, water cycle, seasons, population, trade, economy, tourism, physical, human, magma, crust, molten rock, active, extinct, tsunami, mountains, settlement	source, mouth, delta, meander, upper/middle/lower course, flow, flood, estuary, tributary, lake, elevation, topography, contour lines, settlement, vegetation, woodlands, terrain, belts, trade links, food, minerals, flood management, v-shaped valleys, oxbow lakes, sediment, erosion, deposition, floodplain, current, ordnance survey, grid reference,
Regions	Sixpenny Handley	Sixpenny Handley	Dorset and Hampshire (The New Forest) The UK and its 4 parts Capital cities of the UK Coastal regions of the UK Australia	Antarctica London	South America Bournemouth Areas with active volcanoes	Cranborne Chase World rivers including the Nile