



Rawmarsh Ryecroft Infants School – Curriculum Progression Map

Geography	<u>Values and Vision</u>		
	"Secure, Happy and Successful" Resilience - I always keep going Respect - I value everybody and everything Care - I look after my world and the people in it. Achievement - I try to be the best I can be Community - I am proud of where I belong		
<u>Intent</u> Children's geography lessons will inspire curiosity and fascination about the world and its people. Pupils will gain knowledge of diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes.	<u>Implementation</u> In order to promote children's curiosity about the world, we are enthusiastic about Geography and encourage children to explore and ask questions. At Ryecroft, Geography is taught through a skills based theme driven curriculum where knowledge is acquired as part of cross curricular learning. By the end of Year Two, it is expected that most children will have developed their knowledge and understanding of all the skills set out in Key Stage One.	<u>Impact</u> Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, to enable them to meet the requirements of the National Curriculum and to prepare them for the next phase of their geography education.	

Objectives and Vocabulary			
	FS2	Year 1	Year 2
Objectives	<u>ELG UTW</u> PPC - To describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. PPC - To 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 maps. TNW - To explore the natural world, making observations and drawing pictures of animals and plants. TNW - To know some similarities and differences between the natural world and contrasting environments, drawing on experiences and what has been read in class. TNW - To understand some important processes and changes in the natural world, including the seasons and changing states of matter.	<u>National Curriculum</u> To name and locate the world's seven continents and five oceans To 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. To 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. To use basic geographical vocabulary to refer to: Key human and physical features, including: city, town, village, factory, farm, house, shop, trees etc. To 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. To devise a simple map; and use and construct basic symbols in a key.	<u>National Curriculum</u> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas To 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 To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans To use 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 To use simple compass directions (North, South, East and West) and position and directional language to describe the location of features and routes on a map

		To 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.	To 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 To carry out and 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.
Vocabulary	Sun Clouds Rain Road School House Detached Semi-detached Terrace Map Town World Sea Land Change Seasons	England Europe Asia Africa Kenya North America South America Australia Antarctica Atlantic Pacific Indian Southern Arctic Countries Continents Town Street Village Oceans Key Equator Human Physical	United Kingdom England Ireland Scotland Wales North Pole South Pole Antarctic Arctic London/Cardiff Edinburgh Belfast Brazil Rio Amazon Rainforest Pakistan Australia Seaside North/South/ East/West Capital Cities Compass Beach Cliff Coast

As Geographers we need to be able to ...

	FS2	Year 1	Year 2
Locational Knowledge	I can name and locate different parts of my local community/area. I can name and locate some places in my locality including the school grounds.	I can locate some places I have learnt about on a map or globe. I can name and locate some places in my locality, the UK and wider world.	I can locate places I have learnt about on a map or globe. I can name and locate significant places in my locality, the UK and wider world.

	I can talk about my experiences of going on holiday. I can name a few different countries.		
Place Knowledge	I can use the local area for exploring both the built and the natural environment. I can talk about the places I have been to. I can make some comments about the country we live in. I can talk about my home and where I live.	I can begin to compare a small area of the UK (Rawmarsh) to a small area in a contrasting non-European country (Nakuru Kenya). I can talk about people and places within my local environment.	I can investigate the local area and compare it to another place I have learnt about, understanding how it is the same and different.
Human Geography and Physical Geography	I can use some simple geographical language to describe a feature or a location e.g. road, home, house, tree, shop, sea, weather, town.	I can use simple geographical language to describe a feature or a location e.g. ocean, season, city, village, farm. I can express my views on some features of my environment e.g. what I do or do not like. I can identify seasonal and daily weather patterns in the United Kingdom. I can locate some hot and cold countries in relation to the Equator. I can identify the human and physical features of different places.	I can use geographical language to describe feature or location e.g. beach, cliff, coast, forest, mountain, river, soil, valley, vegetation, factory, office, port, harbour I can compare two places I have learnt about, finding the human and physical features. I can compare and contrast the human and physical features of a British locality with a non-European locality. I can identify seasonal and daily weather patterns. I can locate hot and cold countries in relation to the North and South Poles. I can compare and contrast physical and human features.
Geographical Skills: Enquiry and Investigation	I can make comments about the place where I live. I can ask simple questions about aspects of my familiar world such as the place where I live.	I can ask some geographical questions e.g. What is it like to live in this place? I can give my own views and ideas about a place, people, environment.	I can ask geographical questions –Where is this place? What is it like? How has it changed? I can answer simple geographical questions when investigating different places and environments.

	I can show care and concern for living things and the environment. I can talk about the features of my own immediate environment. I can talk about how my environment might be different to somewhere else.	I can investigate, with support, the local area and compare it to another place I have learnt about.	I can give my own views and ideas about a place, people, environment, location and explain why. I can recognise how places have become the way they are e.g. shops (patterns and processes) I can describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.
Geographical Skills: Fieldwork and mapping	I can find out information about my local area by looking at photographs, simple maps and visiting local places. I can talk about things I have observed such as plants, animals, natural and found objects. I can show care and concern for living things and the environment. I can talk about similarities and differences in relation to places, objects, materials and living things. I can make some comments about what I see in photos. I can use a simple map. I can draw and create my own maps using real objects, and/or pictures and symbols.	I can observe and record e.g. identify buildings on a street – memory maps. I can communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams I can use simple field sketches. I can make a simple map and key. I can explore maps of the local area finding human and physical features with support. I can draw simple picture maps.	I can observe, communicate and record in different ways eg. sketches, diagrams, ICT, writing, charts. I can use simple field sketches and diagrams. I can use simple compass directions to locate a place on a map. I can make observations about features that give places their character. I can draw a map (e.g. add detail to a sketch map from aerial photograph) I can make a labelled key for my map.

As Geographers we need to know...

	FS2	Year 1	Year 2
	I know a local road, the town I live in and where my school is. I know the name of another country and say how it is different England. I know where I might find an animal in the wild I know where I might find a plant in the wild	I know the names of the 7 continents and 5 oceans and can find them on a map. I know where I live in relation to the UK. I know what a local landmarks is in my area e.g. shops, St Nicolas Church, Rawmarsh Junior school and Rosehill park in Rawmarsh.	I know where the UK is on a map of the world and the four countries within it I know the names of the capital cities of the UK and where they are on the map. I know the names of surrounding countries, continents and oceans to the UK

	I know different kinds of weather types and the seasons I usually see them I know that the environment and living things are changed by humans. I know how the weather and natural world changes between the seasons. I know what a country looks like on a globe. I know what the sea looks like on a globe. I know that the world is made up of different countries. I know where I live.	I know the places on the map of my journey to school including all the things I see on the way for example, roads, traffic lights, shops, parks and Rosehill Junior school. I know the physical and human features in Rawmarsh. I know the physical and human features in Nakuru Kenya. I know what is the same and what is different between the lives of people who live in Rawmarsh and Nakuru. I know why we need a map with a key. I know that the weather is different in every country.	I know where Pakistan, Brazil, Australia, The Arctic and The Antarctic are on a world map and use geographical terms to describe them I know the directions on the compass to compare their position to the UK I know what and where the equator is and what the weather is like there I know what the weather is like in other parts of the earth and why I know what is the same and different between a rainforest in Brazil and Rawmarsh Rosehill Park I know what a coast is and identify key physical features. I know how to carry out simple fieldwork around my school and local environment. I know how to use simple observational skills. I know how to analyse and communicate geographical information by constructing simple maps and labelled diagrams using appropriate geographical vocabulary. I know and can talk about how my local environment has changed. I know how to observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps. I know how to ask and respond to geographical questions.
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