

Writtle Infant School: Geography Progression of Learning from EYFS to Year 2

EYFS		
Communication and Language		
The development of children’s spoken language underpins all seven areas of learning and development, for example the statutory Early Learning Goals of Listening, Attention and Understanding and Speaking. See our EYFS curriculum for more information.		
Educational Programme	Objectives	What you will see in Early Years
<p>Understanding the World <i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</i></p>	<p>During Reception Year</p> <ul style="list-style-type: none"> ● 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. 	<p>Statutory ELG: 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.
		<ul style="list-style-type: none"> ● Drawing children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Touring the school near to the beginning of the year and support to become familiar with the layout. ● Familiarising children with the name of the road, and the village/town/city the school is located in. Encouraging children to learn their address and where it is in relation to the school. ● Looking at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. ● Offering opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

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Key Stage 1			
Strand	Progression Statement	Year 1 Topics	Year 2 Topics
Locational Knowledge	<p><i>Name and locate the world's seven continents and five oceans.</i></p> <p><i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></p>	<p>Autumn 1 UK: Name the countries, capital cities and surrounding seas. Any countries the children's families may be from. Look at the Globe. Talks from parents, grandparents etc.</p> <p>Spring 1 Locations of endangered animals Animal habitats Google maps Aerial views Maps</p>	<p>Spring 2 BBC Bitesize Explore the World, Go Jetters CBeebies Hopscotch seven continents and five ocean songs</p>
Place Knowledge	<p><i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</i></p>	<p>Summer 2 Islands Discuss the UK as an island. Look at the UK Islands. Katie Morag Shores</p>	<p>Summer 2 Study of Africa (Kenya) - link to Take One Book Use basic geographical vocabulary, maps and the internet.</p>
Human and physical geography	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and</i></p>	<p>Autumn 2 Comparisons between Writtle and a contrasting place (link to Pattan's Pumpkin India) human and physical Seas surrounding the UK Hot and cold areas of the world (link to Pattan's Pumpkin) Compare human and physical features</p> <p>Summer 1 Maps</p>	<p>Autumn 2 Study of Arctic Study of Antarctic Scott of the Antarctic Take One Book - Ice Bear</p> <p>Spring 1 Moon Dragons - set in a mountain</p>

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	<i>shop.</i>	Aerial views Seasons	
Geographical skills and fieldwork	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>	<p>Autumn 1 Any countries the children’s families may be from. Look at the Globe. Talks from parents, grandparents etc.</p> <p>Autumn 2 Locations of endangered animals Animal habitats Google maps Aerial views Maps Physical features: forest (link to Good Little Wolf) animal habitats</p> <p>Spring 2 Physical feature: surrounding seas to UK Mining for gold and impact Maps - treasure hunt around school Locations - France Research how to get to France Underwater sunken gold/treasure Rocks and geology Habitats</p>	<p>Autumn 1 Link to the city of London, comparing London to Writtle along with physical changes using aerial photographs, Google Earth, internet images and create simple maps using a key)</p> <p>Summer 1 Compass directions and directional language, North, South, East and West Describe the location of features and routes on a map. (Other geographical skills will be revisited)</p>