



**Halfway Nursery Infant School**

**Whole School Progression Map**



**Geography**

**Term: Autumn Term 1**

**Concepts:** *Safety and Wellbeing - 'The best me I can be!'*

**Subject Drivers:** *PE, PSHE and Science.*

Aspect	EYFS		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1 Three and Four Year Olds	F2 Reception	Y1	Y2	Y3/4
<b>Locational Knowledge</b>	<p><b>Maths</b> Understand position through words alone. For example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><b>Understanding the World</b> Use all their senses in hands-on exploration of natural materials.</p>	<p><b>Understanding the World</b> Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>			
<b>Place knowledge</b>					<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Human and Physical Geography</b>					<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of:               <ul style="list-style-type: none"> <li>◊ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>◊ 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</li> </ul> </li> </ul>



**Geography**

<p><b>Geographical Skills and Fieldwork</b></p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>				<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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</li> </ul>
<p>Map skills</p>					<p><i>For instance:</i></p> <p><i>Using maps</i></p> <p><i>Follow a route on a map with some accuracy</i></p> <p><i>Locate places using a range of maps including OS &amp; digital</i></p> <p><i>Begin to match boundaries (e.g. find same boundary of a country on different scale maps)</i></p> <p><i>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</i></p> <p><i>Map knowledge</i></p> <p><i>Locate the UK on a variety</i></p>



**Halfway Nursery Infant School**

**Whole School Progression Map**



**Geography**

					<i>of different scale maps Name &amp; locate the counties and cities of the UK Making maps Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key</i>
<b>Key Vocabulary</b>	Home, school, where, close, near, location, environment, area, park, shops, walk, forest, lake.	home, house, flat, terraced, semi- detached, detached, environment, community, local area, school, shops, location			



**Halfway Nursery Infant School**

**Whole School Progression Map**



**Geography**

**Term: Autumn Term 2 Concepts:** Community and Culture - 'Let's Celebrate!'

**Subject Drivers:** RE, Geography and History

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1 Three and Four Year Olds	F2 Reception	Y1	Y2 Focus: around the world	Y3
<b>Locational Knowledge</b>	<p><b>Maths</b> Understand position through words alone. For example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p>	<p><b>Understanding the World</b> Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul>	
<b>Place knowledge</b>	<p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p><b>Understanding the World</b> Use all their senses in hands-on exploration of natural materials.</p>	<p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</li> </ul>	
<b>Human and Physical Geography</b>					
<b>Geographical Skills and Fieldwork</b>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries,</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries,</li> </ul>	



**Geography**

	<p>Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</p>		<p>as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<p><b>as well as the countries, continents and oceans studied at this key stage.</b></p> <ul style="list-style-type: none"> <li>• <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</b></li> </ul>	
			<p><i>For instance:</i>  <i>Using maps</i>  <i>Use a simple picture map to move around the school</i>  <i>Use relative vocabulary such as bigger, smaller, like, dislike</i>  <i>Use directional language such as near and far, up and down, left and right, forwards and backwards</i>  <i>Map knowledge</i>  <i>Use world maps to identify the UK in its position in the world.</i></p>		



**Halfway Nursery Infant School**

**Whole School Progression Map**



**Geography**

			<i>Use maps to locate the four countries and capital cities of UK and its surrounding seas</i> <i>Making maps</i> <i>Draw basic maps, including appropriate symbols and pictures to represent places or features</i> <i>Use photographs and maps to identify features</i>		
<b>Key Vocabulary</b>	Home, school, where, close, near, location, environment, area, park, shops, walk, forest, lake.			<b>Map, compass, directions, North, South, East, West, plan, landmarks, features, world map, globe, continents, oceans, Equator, North/South Poles.</b>	



**Halfway Nursery Infant School**

**Whole School Progression Map**



**Geography**

**Term: Spring Term 1**

**Concepts: Innovation & Imagination**

**Subject Drivers: DT, Art, ICT.**

Aspect	EYFS		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2	
	F1 Three and Four Year Olds	F2 Reception	Y1	Y2	Y3	
	<b>Maths</b> Understand position through words alone. For example, "The bag is under the table," – with no pointing.  Describe a familiar route.  Discuss routes and locations, using words like 'in front of' and 'behind'.  <b>Understanding the World</b> Use all their senses in hands-on exploration of natural materials.  Begin to understand the need to respect and care for the natural	<b>Understanding the World</b> 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.				



Halfway Nursery Infant School  
Whole School Progression Map



Geography

	<p>environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>				
<b>Key Vocabulary</b>	<p>Home, school, where, close, near, location, environment, area, park, shops, walk, forest, lake.</p>				





**Halfway Nursery Infant School**

**Whole School Progression Map**



**Geography**

**Term: Spring Term 2**

**Concepts:** Time & Change – ‘Back to the Future’

**Subject Drivers:** *History, Science*

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2	
	F1 Three and Four Year Olds	F2 Reception	Y1	Y2	Y3	
	<p><b>Maths</b> Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p><b>Understanding the World</b> Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b>Understanding the World</b> Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>				



Halfway Nursery Infant School

Whole School Progression Map



Geography

	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.				
<b>Key Vocabulary</b>	Home, school, where, close, near, location, environment, area, park, shops, walk, forest, lake.				



**Halfway Nursery Infant School**

**Whole School Progression Map**



**Geography**

**Term: Summer Term 1**

**Concepts:**

*Conservation 'Our Wonderful World'*

**Subject Drivers:** *Geography, Science and PSHE.*

Aspect	EYFS		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2	
	F1 Three and Four Year Olds	F2 Reception	End points Y1	End points Y2	End points Y3	
<b>Locational Knowledge</b>	<p><b>Maths</b> Understand position through words alone. For example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p><b>Understanding the World</b> Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>		<p><b>Focus: Conservation and Oceans</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul>		
<b>Place knowledge</b>					<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	
<b>Human and Physical Geography</b>			<p><b>Understanding the World</b> Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care</p>	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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 and key human features, inc. city, town, village, factory, farm,</li> </ul>	



**Geography**

	for the natural environment and all living things.		◇ key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop	<b>house, office, port, harbour, shop.</b>	
<b>Geographical Skills and Fieldwork</b>	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• <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.</b></li> </ul>	
Map Skills			<p><i>For instance:</i></p> <p><i>Using maps</i></p> <p><i>Use a simple picture map to move around the school</i></p> <p><i>Use relative vocabulary such as bigger, smaller, like, dislike</i></p> <p><i>Use directional language such as near and far, up and down, left and right, forwards and backwards</i></p> <p><i>Map knowledge</i></p> <p><i>Use world maps to identify the UK in its position in the world.</i></p>		



**Halfway Nursery Infant School**

**Whole School Progression Map**



**Geography**

			<p><i>Use maps to locate the four countries and capital cities of UK and its surrounding seas</i></p> <p><i>Making maps</i></p> <p><i>Draw basic maps, including appropriate symbols and pictures to represent places or features</i></p> <p><i>Use photographs and maps to identify features</i></p>		
<b>Key Vocabulary</b>	Home, school, where, close, near, location, environment, area, park, shops, walk, forest, lake.	journey, map, place, country, compare, same, different, travel, food, seeds, grow		<p><b>Map, compass, directions, North, South, East, West, plan, landmarks, features, world map, globe, continents, oceans, Equator, North/South Poles, physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, human features, city, town, village, factory, farm, house, office, port, harbour, shop.</b></p>	



**Halfway Nursery Infant School**

**Whole School Progression Map**



**Geography**

**Term: Summer Term 2**      **Concepts:** Enterprise, Inspiration and Aspiration – ‘When I grow up...’      **Subject Drivers:** Art, DT, ICT.

Aspect	EYFS		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1 Three and Four Year Olds	F2 ELG	End points Y1	End points Y2	End points Y3
<b>Locational Knowledge</b>	<p><b>Maths</b> Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p><b>Understanding the World</b> Use all their senses in hands-on exploration of natural materials.</p>	<p><b>Understanding the World People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>◇ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>◇ key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul> </li> </ul>		
<b>Place knowledge</b>	<p>Begin to understand the need to respect and care</p>	<p><b>The Natural World</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to</li> </ul>		



**Geography**

	<p>for the natural environment and all living things.</p> <p>Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</p>	<p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>		
<p><b>Human and Physical Geography</b></p>			<p><i>For instance:</i>  <i>Using maps</i>  <i>Use a simple picture map to move around the school</i>  <i>Use relative vocabulary</i></p>		



**Geography**

			<p><i>such as bigger, smaller, like, dislike</i></p> <p><i>Use directional language such as near and far, up and down, left and right, forwards and backwards</i></p> <p><i>Map knowledge</i></p> <p><i>Use world maps to identify the UK in its position in the world.</i></p> <p><i>Use maps to locate the four countries and capital cities of UK and its surrounding seas</i></p> <p><i>Making maps</i></p> <p><i>Draw basic maps, including appropriate symbols and pictures to represent places or features</i></p> <p><i>Use photographs and maps to identify features</i></p>		
<b>Geographical Skills and Fieldwork</b>					
Map Skills					
<b>Key Vocabulary</b>	Home, school, where, close, near, location, environment, area, park, shops, walk, forest, lake.	food, grow, country names, world, buy, sell, shops, travel, compare, same, different			