

Subject Progression



Geography overall focus local-national-international

	Reception	Year 1	Year 2
Autumn	<p>We can be heroes</p> <p>Can you describe the different areas of the school?</p> <p>ELG People, Culture and Communities -</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>End Point- I can describe different areas from a journey around school, including the features found there.</p> <p>Vocabulary: field building garden</p>	<p>On the Farm</p> <p>What are the key physical features of our local countryside?</p> <p>Key physical features related to a farm, for example:</p> <p>Elicitation task: Can they label the physical features of a landscape.</p> <p>End points: Place the farm animals on the correct physical feature.</p> <p>Revisit: The key features of the school (see vocabulary)</p> <p>Vocabulary: soil, hill, mountain, forest, river, valley</p>	<p>Land of the Dinosaurs</p> <p>Elicitation: What places can you locate on the world map? Can you find the UK and Canada (history link)? Name and locate the world's seven continents and five oceans.</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>Revisit: The poles and equator</p> <p>End point - : Label the continents and oceans on the world map.</p> <p>Vocabulary: Continents Oceans</p>
Spring	<p>We're off on a Journey</p> <p>Can you describe the route we took?</p> <p>End Point: Children produce journey map including key places</p> <p>Vocabulary: forwards backwards left and right</p> <p>In a Land far away</p> <p>ELG People, Culture and Communities - 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.</p> <p>ELG The Natural World - 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>Where we live.</p> <p>What countries make up the United Kingdom?</p> <p>Key physical features related to the UK as a whole: coast, land, sea</p> <p>Name and locate and identify the characteristics of four countries and the four capital cities of the UK.</p> <p>Elicitation: Can you label the 4 countries/capital cities of the UK?</p> <p>End point: Children will be able to locate and label the four countries and capital cities of the UK.</p> <p>Revisit: The key physical features from the farm.</p> <p>Vocabulary: City country capital</p>	<p>All Around Barnstaple</p> <p>Human features - Making maps of our local area.</p> <p>Revisit physical features and what the children remember.</p> <p>Elicitation: Can you identify and label the human features of a local map?</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human features; devise a simple map; and use and construct basic symbols in a key.</p> <p>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> <p>End points: Draw a map of the local area/ fictional town with a key, recognising human features. Give</p>

	<p>Revisit; Map is a picture of a place & features are places on the map in the correct place</p>		<p>compass directions to get from one human feature to another.</p> <p>Revisit: Physical features of a farm.</p> <p>Vocabulary: city, town, factory, farm, house, office and shop.</p>
<h1>Summer</h1>	<p>Our Wonderful World</p> <p>How is the beach different to the town?</p> <p>ELG People, Culture and Communities - 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>ELG The Natural World - 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>Vocabulary: beach sand sea buildings roads</p> <p>End point-I can explain what a beach is and how it is different from my town</p> <p>Revisit; What are the key features of each place?</p>	<p>The Weather Forecast</p> <p>Identify seasonal and daily weather patterns in the UK. Identify the location of hot and cold countries in relation to the equator and the North and South Poles. (Use Poles Apart - purple book).</p> <p>Elicitation: Name different types of weather.</p> <p>End point: Give a weather forecast for the four countries of the United Kingdom.</p> <p>Vocabulary: storm rain sunshine snow wind</p> <p>Revisit: The countries of the UK</p> <p>Poles Apart</p> <p>Identify the location of hot and cold countries in relation to the equator and the North and South Poles. (Use Poles Apart - purple book).</p> <p>Elicitation: Use KWL grid - what do they already know?</p> <p>End point: Know where the equator and poles are on a globe.</p>	<p>How is the UK different/the same as other countries?</p> <p>Similarities and differences between the UK and a non-European country.</p> <p>Elicitation: Class poll - where would you rather live? End point- Explain where you would rather live - Acre in the rainforest, the favelas of Rio or Barnstaple. Explain why they would and why they wouldn't .</p> <p>Revisit: Can you locate the 4 countries and capital cities of the UK?</p> <p>Vocabulary: village, rainforest, favelas, prefer, same, different.</p> <p>Map the School</p> <p>Elicitation: Using a map of the school can you find the treasure?</p> <p>Use simple field work skills to study geography of their school grounds.</p> <p>End point: Children make a map of the school for the new startersV</p> <p>Vocabulary: direction, north, south, east, west</p>