

**Grasslot
School
Curriculum Progression**

Understanding the World / Geography

Year Group	Statutory Document	Supporting Materials	Objectives / Key Skills (INTENT)	Key supporting activities (IMPLEMENTATION)				
Sunbeams	Early Years	Development Matters	Explore and respond to different natural phenomena in their setting and on trips.	Explore around school inside and outside during continuous provision				
Nursery			Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. *Links to Mathematics	Small world provision with given environments (garage, farm) Maryport (compare with Africa during culture week) Visit to local beach Changes in weather Simple maps from stories				
Reception			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. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. *Links to Communication and Language ELG 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.	Seasonal changes – naming seasons Contrast features (Maryport and Africa) Small world provision building own environments (features of environments) Stories from around the world (Divali, Chinese New Year, Africa) Holidays and places, they have visited- photos on Tapestry Maps of Maryport				
Year 1	Nation Curriculum 2014	Twinkl Units plans (adapt lessons as appropriate)	<p>Location Knowledge 1a name and locate the world's 7 continents and 5 oceans 1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place Knowledge 2a 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>Human and Physical Geography 3a 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 3b use basic geographical vocabulary to refer to: i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical Skills and Fieldwork 4a 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 4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map 4c 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 4d 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> <ul style="list-style-type: none"> • Tell someone my address • Find my house using Google maps • Name 4 countries of the UK • Name some main towns and cities in the UK • Name the capital cities in the UK • Name seasons • Name the continents and oceans • Explain main differences in hot and cold countries inc. clothes, weather, plants etc • Explain how weather changes throughout the year • Voice opinion on the place I live (likes and dislikes) • Use geographical words to describe a place outside Europe • Describe the key human and physical features of a place • Explain how an area has been spoilt or improved • Explain the facilities that a village, town or city may need and give reasons • Keep a weather chart • Use a map to locate 4 countries of the UK • Describe location of features and routes on a map • Locate where I live on a map • Use aerial photos and plans to find landmarks • Draw a simple map using basic symbols in a key 	Our Locality - Home addresses Maps of School / Classroom UK and capital cities Seasons and weather Hot and Cold places Celebrate St Andrew's Day, St David's Day, St Patrick's Day and St George's Day.				
Year 2				Our local area- Maryport Map skills; symbols, recognising map symbols in Maryport, creating maps Human and physical geography of Maryport (walk in local area) Recapping- seven continents and five oceans of the world Comparing environments; Kenya and the UK				
			<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>EYFS</u>		<u>By the end of foundation stage:</u> Experience, explore, and talk about natural wonders in our school and on trips. Talk about similarities and differences. Know the effects of different seasons.						

<p><u>Year 1</u></p>	<p>Say their address.</p> <p>Know our school's address.</p> <p>Know what a map is.</p> <p>Know what an aerial photography is.</p> <p>Create an aerial view map of the classroom.</p> <p>Describe their route from home to school.</p> <p>Recognise some map symbols.</p>			<p>Name and locate the four countries of the UK and their capital cities.</p> <p>Recognise some famous landmarks.</p> <p>Name and locate the surrounding seas of the UK.</p> <p>Use positional and directional language.</p> <p>Sort physical and human features.</p> <p>Use simple compass directions.</p>	<p>Name the 4 seasons.</p> <p>Explain seasonal weather patterns and change.</p> <p>Record the weather using weather chart.</p> <p>Locate North and South P locate in relation to the Equator.</p>	
<p><u>Year 2</u></p>	<p>Locate school and places in our local area on an aerial photo.</p> <p>Explain facilities in our local area.</p> <p>Recognise map symbols.</p> <p>Devise a map, using basic map symbols.</p> <p>Say what they like/dislike about Maryport.</p> <p>Name human and physical features in Maryport.</p>				<p>Name and locate the 7 continents and 5 oceans.</p> <p>Use a globe to locate 7 continents and 5 oceans.</p> <p>Order the continents from largest to smallest.</p> <p>Use positional and directional language.</p>	<p>Use vocabulary to describe the human and physical features of Kenya.</p> <p>Locate Kenya on a map.</p> <p>Compare Kenya to England: housing, wildlife, landscapes, culture, weather, food, human and physical features.</p> <p>Say what they like/dislike about</p>