

Inglewood Nursery and Infant School - Vertical progression – Understanding the World – The world - Geography overview

ELG – Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class

Understand some important processes and changes in the natural world around them, including the seasons

| Focus | Location knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
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| Nursery-Little Fawns | Starts to show recognition of where things belong (beginning with familiar objects in a familiar setting). | Enjoys stories that include nature (birds, bees, snails etc). | Shows curiosity and interest when experiencing nature (mud, puddles etc). Starts to talk about some of the things they see in the outdoors. | Plays with small world based on own experiences (farm yard, shop). |
| Nursery-Little Owls | <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos | <ul style="list-style-type: none"> • Talk about some of the things they have observed in different places • Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world • Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park | <ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Begin to understand the effect their behaviour can have on the environment | <ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Use diverse range of props, photos, books to notice & talk about similarities & differences |
| Reception | <ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world. <p>Autumn and Summer</p> <ul style="list-style-type: none"> • Find out about their environment and talk about those features they like/dislike. <p>Autumn</p> <ul style="list-style-type: none"> • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. <p>Autumn</p> <ul style="list-style-type: none"> • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. <p>Summer</p> <ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live <p>Autumn</p> | <ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Talk about features. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. <p>Autumn and Summer</p> <ul style="list-style-type: none"> • Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' <p>Spring</p> <ul style="list-style-type: none"> • Recognise some similarities & differences between life in this country & life in other countries <p>Spring</p> | <ul style="list-style-type: none"> • Explore their local environment and talk about the changes they see. <p>Termly linked to Science</p> <ul style="list-style-type: none"> • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. <p>Termly</p> <ul style="list-style-type: none"> • Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions • Understand the effect of changing seasons on the natural world around them <p>Termly</p> | <ul style="list-style-type: none"> • Examine change over time. • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".. <p>Termly</p> <ul style="list-style-type: none"> • Describe some actions which people in their own community do that help to maintain the area they live in. • Draw information from a simple map <p>Spring and Summer</p> <ul style="list-style-type: none"> • Interpret range of sources of geographical information, including maps, globes, photographs <p>Summer</p> |
| Year One | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | 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. | <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> -key physical features, including:, forest, hill, mountain, soil, valley, vegetation,. -key human features, including: city, town, village, factory, farm, house, office. | <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>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> |

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| <p>Year Two</p> | <p>Name and locate the world's seven continents and five oceans.</p> | <p>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>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - 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 | <p>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.</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> |
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