allangels' primaryfederation
Clover Hill V.A. Infant & Nursery School
& St. Michael's V.A. Junior School,
Bowthorpe, Norwich

Geography Curriculum Progression Document

Nursery	Reception	Year 1	Year 2
Locational Knowledge: Know that there are different countries in the world. Begin to identify these in stories or photographs.	**Locational Knowledge:** Identify land and water on a map or globe. Make observations about the characteristics of places (in stories/ photographs/school grounds/local area.)	**Locational Knowledge:** Locate two of the world's seven continents on a world map. Locate two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Show on a map which continent they live in. Locate the four countries of the United Kingdom (UK) on a map of this area. Show on a map which country they live in and locating its capital city.	**Locational Knowledge:** Locate all the world's seven continents on a world map. Locate the world's five oceans on a world map. Show on a map the oceans nearest the continent they live in. Locate the surrounding seas and oceans of the UK on a map of this area . Locate the capital cities of the four countries of the UK on a map of this area. Identify characteristics (both human and physical) of the four capital cities of the UK. Show on a map the city, town or village where they live in relation to their capital city.
Place knowledge: Talk about the differences between localities based on experience, stories or photos.	**Place Knowledge:** Discuss how environments in stories and images are different to the environment they live in.	**Place Knowledge:** Name some key similarities between their local area and a small area of a contrasting non-European country, such as Shanghai. Name some key differences between their local area and a small area of Shanghai.	**Place Knowledge:** Describe and begin to explain some key similarities between their local area and a small area of a contrasting non-European country, such as the Jurassic Coast. Describe and begin to explain some key differences between their local area and a small area of the Jurassic Coast. Describe what physical features may occur in a hot place in comparison to a cold place.

Human and Physical Geography: Begin to talk about how the geographical features shown in a story or photograph are different from their own.	**Human and Physical Geography:** Observe weather across the seasons. Observe and discuss the effect the changing seasons have on the world around them. Beginning to use the names of the seasons in the correct context. Make observations about the features of places (in stories, photographs or in the school grounds/local area). Make observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	**Human and Physical Geography:** Describe and understand key aspects of mountains, settlement and land use. Recognise some physical features in their locality. Recognise some human features in their locality.	**Human and Physical Geography:** Locate some hot and cold areas of the world on a world map. Locate the Equator and North and South Poles on a world map. Locate hot and cold areas of the world in relation to the Equator and the North and South poles. Describe the key physical features of a coast using subject specific vocabulary. Describe and understand the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary.
Geographical Skills and Fieldwork: Talk about what they see in their locality using a wide range of vocabulary. Begin to ask simple questions about their locality.	**Geographical Skills and Fieldwork:** Ask questions about the world around them. Comment on the features they see in their school and school grounds. Answer simple questions, guided by the teacher. Create some of the features they notice in their school and school grounds. Express their likes and dislikes about a specific place and its features, begin to explain their reasoning.	**Geographical Skills and Fieldwork:** Ask questions about the world around them. Comment on the features they see in their school and school grounds. Asking and answering simple questions about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a simple recording technique to express their feelings about a specific place and explain why they like/dislike some of its features.	**Geographical Skills and Fieldwork:** Recognise there are different ways to answer a question. Discuss the features they see in the area surrounding their school when on a walk. Ask and answer simple questions about human and physical features of the area surrounding their school grounds Collect quantitative data through a small survey of the local area/school to answer an enquiry question. Classify the features they notice into human and physical with teacher support. Take digital photographs of geographical features in the locality. Make digital audio recordings when interviewing someone. Present data in simple tally charts or pictograms and comment on what the data shows. Ask and answer simple questions about data.