Geography Progression Plan

Intent: We aim to provide a high quality Geography curriculum which inspires the children's curiosity and fascination about the world we live in and the people within it.

Early Years	Climate and weather	Locational Knowledge	Place	People and Identity	Mapping and Fieldwork
Under-standing of the World	Naming different kinds of weather and begin to understand different seasons. Examine and discuss natural objects eg. Twigs, leaves, stones. Wearing clothing appropriate to the weather.	Identifying Southbourne School on a map of Southbourne Difference between countryside and cities. Use everyday language to describe where you are and their relative position in that eg. Under, around, near, far.	Talk about what is similar and what is different in places. Naming features in the village and in stories eg. Path, road, hill, river, cave.	Express your feelings about yourself, your place and important places. Who am I? Where do my family live Where do people live and why do they need homes? Develop an awareness of where other people live	Look at maps and globes Use and draw story maps with pictures Explore local area through walks. Record and observe– maps, draw, small world, photographs.
Key Stage 1	Climate and weather	Locational Knowledge	Place	People and Identity	Mapping and Fieldwork
Year 1 Geography	Investigate environmental issues that are important to them. Seasons and their impact and changes. Investigate weather through observation and record seasonal changes in school grounds and the local area.	Names of the 4 countries of the UK and their capital cities and the seas around them. Naming place in topic places on a map that they know. Take digital photos of the local area/school grounds, sequence them and use more geographical vocabulary to talk about a place. Countries of the UK and their capital cities. (photo version of school ground/ tuff sport) Summer 2	Compare Hot and cold places around the world. Human features– visit local facilities eg. Church, shop. Features of the school and grounds. Similarities and differences.	Why/how do people move around the world? Where do my family live in the country/world? Be able to record their feelings about a place. Talk about people and places that are important to them. Hear stories from different cultures.	Directions-up/down/L/R, forwards, backwards, Wide range of experiences and questions about places Use different maps; simple sketches; map of Southbourne; small world; collect and sort natural objects; add details to a teacher map. Draw a simple map of school grounds with pictures. (annotated drawing) Summer 2 and autumn 1
Year 2 Geography	Investigate how they could make changes to help environmental issues near and far. (Summer 2) **Our local climate and weather.** Find out how weather changes and why. Climate Change, importance of saving water (summer 2) (Summer 1 Compare Antarctica and Southbourne) Identify weather patterns in the UK and the location of hot and cold areas of the world. (Spring 1 and Summer 2)	Identify characters of a location using the vocabulary that is human or physical, urban or rural, coastal or sea. (Spring 1) To know our local area– Southbourne, Emsworth and other local villages. Chichester and Portsmouth Begin to know the names of the continents and the seas. (Summer 1)	Urban and rural cities and villages. Compare different places to mine. (Spring 1) Differences and similarities between living in a **rural and urban place.** (Spring 1) Using photographs with physical and human features and discuss reasons for these places to be changed. (Summer 1)	Begin to know differences and similarities in people around the world through stories linked to different cultures and places What do they tell us about those people and places? Impact that people are having on the environment and the world. (Summer 2)	Device simple maps and use and construct basic symbols in the key. Know simple compass directions NSEW. Use atlas's, aerial photographs, and globes and Google Earth to recognise landmarks and basic human and physical features.