

# Subject: Geography

## Knowledge and Skills Progression

Big idea	Aspect	Nursery	Reception	Year 1	Year 2
<b>Humankind</b> 	<b>Human features and landmarks</b>	<p>Human features of the immediate environment include the school, the playground, streets and houses.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Vocabulary-</p> <p>Building, bus, car, community, house, landmark, park, road, school, shop, street</p> <p>Aeroplane, boat, bus, canal, car, railway, school, shop, train, transport, travel, vehicle</p>   	<p>Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Vocabulary -</p> <p>area building, bus stop, café, church, classroom, hospital, house, journey, office, park, place, playground, road, roundabout, school, shop, sign, space, street, town, traffic light, village, visit</p>  	<p>Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Vocabulary -</p> <p>Bridge, castle, cathedral, church, concert hall, engineering structure, entertainment venue, ferris wheel, human feature, human-made, landmark, memorial, monument, palace, place of worship, royal building, skyscraper</p>  	<p>Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Vocabulary –</p> <p>Abbey, amusement arcade, bridge, café, harbour, hotel, landmark, lifeboat station, museum, park, shop, statue, street, town, youth hostel</p>  



**Settlements and land use**

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.

Vocabulary-

Country  
Earth



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.

Vocabulary-

City, live, local, town, village



Conservation, area, national park



beach  
seashore



A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. Industries are businesses that make things, sell things and help people live their everyday lives.

Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Vocabulary -

Bus station, bus stop, car park, cathedral, church, city, cottage, farm, feature, flat, hotel, house, landmark, lane, leisure centre, library, market, museum, office, place of worship, pub, restaurant, roundabout, school, settlement, shop, shopping centre, skyscraper, theatre, town, town hall, train station, university, village, village green, village hall



airport, art gallery, bank, capital city, cathedral, church, cinema, city, flat, house, job, landmark, large settlement, live, monument, motorway, museum, park, restaurant, road, rush hour, school, shop, statue, street, theatre, tourist, tower block, travel, work



car park, church, factory, house, mosque, petrol station, road, school, shop, station, supermarket, town



human feature, locality, physical feature














Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these.

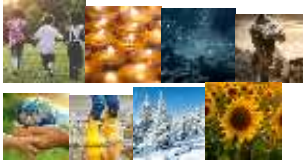


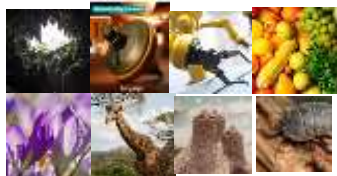











Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Vocabulary -

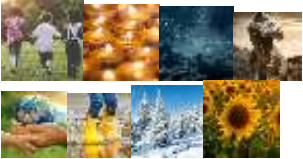











Facility, Industry, Tourism, Tourist

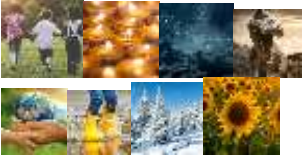
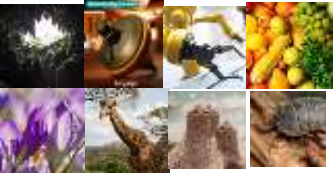









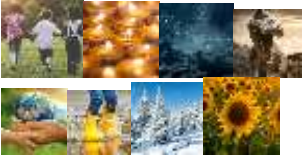
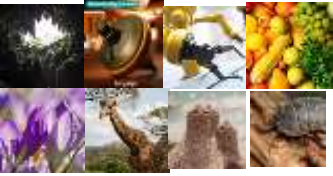


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Investigation 	Geographical resources	<p>Maps and photographs can be used to show key features of the local environment.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Vocabulary-</p> <p>Map Online Photograph</p> 	<p>Maps and photographs can be used to show key features of the local environment.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Vocabulary-</p> <p>Aerial photograph Photograph Simple map</p> 	<p>An aerial photograph or plan perspective shows an area of land from above.</p> <p>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.</p> <p>Vocabulary-</p> <p>Aerial photograph Bird's eye view</p> <p>Aerial photograph</p>  	<p>An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).</p> <p>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.</p> <p>Vocabulary-</p> <p>Aerial photograph</p> 
	Data analysis	<p>Geographical information can be collected by using simple tally charts and pictograms.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Geographical information can be collected by using simple tally charts and pictograms.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Vocabulary-</p> <p>Collect Observe Record</p> 	<p>Data is information that can be collected and used to answer a geographical question.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Vocabulary-</p> <p>Collect Data Information</p> <p>Collect</p>  	<p>Data can be recorded in different ways, including tables, charts and pictograms.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Vocabulary-</p> <p>Compare Information Table</p> <p>Compare Difference Explore Similarity</p>  

Big idea	Aspect	Nursery	Reception	Year 1	Year 2
	Fieldwork	<p>Fieldwork includes going on walks and visits to collect information about the environment.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Vocabulary- Community, explore, photograph, school community, walk</p> <p>Journey, local, map, photograph, transport</p>   	<p>Fieldwork includes going on walks and visits to collect information about the environment</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Vocabulary- Community, explore, journey, local, map, outside environment, photograph, place, route, school grounds, street, town, village, walk</p> <p>Observe photograph, school</p> <p>Photograph, visit</p> <p>Collect, Count, Investigate, Observe, Photograph, Visit</p>     	<p>Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Vocabulary- Enquiry, fieldwork, human feature, local area, physical feature, record</p> <p>Human feature, observe, record</p> <p>Compare, Data, Label, Observe, Record, Sketch</p>    	<p>Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Vocabulary- Conclusion, data, data collection, enquiry, feature, fieldwork, geographical data, graph, human feature, improve, local area, locality, observation, population, record, table, tally, tally chart, visitor, weather</p> <p>Collect, human feature, observe, physical feature, record</p>   

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Materials</p> 	<p>Natural and man-made materials</p>	<p>Some materials are natural and others are man-made.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Natural materials include wood, stone and sand. Man-made materials include metal, plastic, glass and fabric. Materials can be used to build and make things.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>A material is something used to build or make something else. Natural materials are dug out of the ground, grown or taken from a living thing. Man-made materials are often made from natural materials but have been changed to have different properties.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Materials found in the environment can be natural (rock, stone, water, sand, soil, water and clay) and man-made (brick, glass, plastic and concrete). Natural and man-made materials are used to make human features.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Processes</p> 	<p>Climate and Weather</p>	<p>Changes in the local environment, such as leaves changing colour or the number of people outside, occur with the passing of the seasons.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Vocabulary-</p> <p>Change, chart, cloud, cold, cool, forecast, hail, hot, rain, rainbow, season, shower, sky, sleet, snow, spring, sun, symbol, warm, weather, winter, wind</p> 	<p>There are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Vocabulary-</p> <p>Autumn, cloud, cold, rain, rainbow, season, snow, spring, summer, sunshine, warm, weather, wind, winter</p> 	<p>There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South poles</p> <p>Vocabulary -</p> <p>Autumn, cloud, cold, fog, hail, ice, rain, season, snow, spring, storm, summer, sun, weather, weather symbol, wind, winter</p> 	<p>A weather pattern is a type of weather that is repeated.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South poles</p> <p>Vocabulary -</p> <p>Autumn, climate, cloud, cold, dry season, hot, mild, rain, season, snow, spring, summer, sun, temperate, temperature, weather, weather pattern, wet season, wind, winter</p> 

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Processes</p> 	<p>Physical Processes</p>	<p>Wind and rain can affect the local environment in different ways. The wind can blow trees down and heavy rain can cause flooding.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>All types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Vocabulary-</p> <p>Seasonal change weather </p> <p>Animal, growth, life, plant </p>	<p>Weather is a physical process.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p>	<p>Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Vocabulary-</p> <p>Erode, erosion, material </p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Nature</p> 	<p>Physical Features</p>	<p>Common physical features include fields, rivers and hills.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Large physical features include rivers, mountains, oceans and the coastline.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, where appropriate, maps.</p>	<p>Physical features are naturally created features of the earth.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Vocabulary-</p> <p>Beach, Cliff, Coastline, Forest Geography, Hill, Lake, Mountain, Ocean, Physical feature, River, Sea, Soil, Valley </p> <p>Beach, Cliff, cloud, Coastline, Flatland, Forest, Hill, island, Lake, Land, Landscape, Mountain, Mudflat, Natural, Ocean, Physical feature, River, Sea </p>	<p>A physical feature is one that forms naturally, and can change over time due to weather and other forces.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Vocabulary-</p> <p>Arch, bay, beach, cove, cliff, headland, sandbank, sand dune, stack </p>

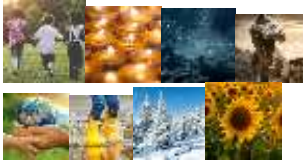


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	<p>Environment</p>	<p>It is everybody's responsibility to look after the environment.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Vocabulary-</p> <p>Care, clean, environment, improve, tidy</p> <p>Conservation, endangered, environment, extinct, litter, preserve, protect, restore</p> <p>Care environment, natural world, respect</p> <p>Environment, harm, litter, protect, recycle, wildlife</p>    	<p>Litter and pollution have a harmful effect on the areas where we live, work and play.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment</p> <p>Vocabulary-</p> <p>Improve Litter pollution</p> 	<p>The local environment can be improved by picking up litter, planting flowers and improving amenities.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p>

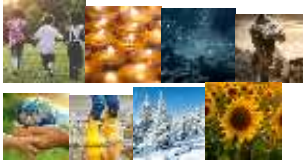
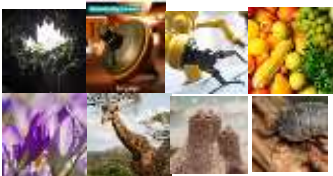










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	Sustainability			<p>Natural environments can be affected by the actions of humans, including cutting down trees or dropping litter. Humans can protect the environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste carefully.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment</p> <p>Vocabulary-</p> <p>Animal, Bird, Countryside, Damage, Future, Grass, Hedgerow, Human, insect, Litter, Meadow, Plant, Protect, Shelter, Scrub, Tree, Wildflower, Wildlife, Woodland</p> 	<p>Conservation is the protection of living things and the environment from damage caused by human activity. Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. Conservation activities protect the environment for people in the future.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Vocabulary-</p>  <p>Carbon dioxide, compost, conservation, damage, deforestation, electricity, energy, environment, gas, landfill, litter, protect, recycle, reduce, reuse, vehicle, water</p>

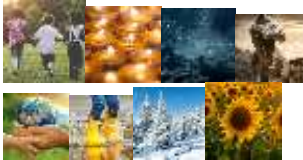
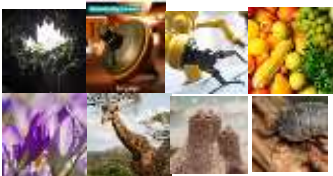





















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Place and space 	World	<p>The world has lots of different places.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Vocabulary-</p> <p>Antarctic Arctic Cold climate United Kingdom</p>   <p>Africa, Antarctica, Arctic, Arctic Ocean, Asia, Atlantic Ocean, Australia (Oceania), China, Climate, Cold, Continent, Country, Day trip, Destination, Dry, Earth, Egypt, England, Europe, France, Germany, Globe, Greece, Holiday, Hot, India, Indian Ocean, Iran, Italy, Land, Landmark, Map, North Africa, North America, North Pole, Ocean, Pacific Ocean, Pakistan, Place, Poland, Sahara Desert, Season, Seasonal change, South America, Southern Ocean, South Pole, Spain, Spring, Thailand, United Kingdom, USA, Visit, Water, Weather, Weather symbol, Wet, Winter, World, Zambia</p>	<p>Globes and maps can show us the location of different places around the world.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, where appropriate, maps.</p> <p>Vocabulary-</p> <p>Earth, Marine, Ocean, Sea</p>  <p>Animal, Atlas, Coral reef, Country, Desert, England, Environment, Forest, Globe, Grassland, Holiday, Journey, Land, Living thing, Local, Location, Map, Mountain, Northern Ireland, Ocean, Plant, Rainforest, Scotland, Sea, Travel, Tundra, United Kingdom, Visit, Wales, Weather, World, Worldwide</p> <p>Africa Kenya</p>  <p>Antarctic, Arctic, Climate, Cold place, Coral reef, Country, Earth, Globe, Hot place, Land, Ocean, Pacific Ocean, Polar region, Salt water, Sea, Southern Ocean, Tropical place, Water</p>	<p>A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Vocabulary-</p> <p>Africa Antarctica, Arctic Ocean, Asia, Atlantic Ocean, Australia (Oceania), Continent, Earth, Europe, Indian Ocean, Land, North America, Ocean, Pacific Ocean, South America, Southern Ocean, Water, World</p> 	<p>An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Vocabulary-</p>  <p>Africa Antarctica, Area, Asia, Atlantic Ocean, Atlas, Australia (Oceania), Chart, Country, Europe, Indian Ocean, Lake, Map, Mountain, North America, Ocean, Pacific Ocean, Physical feature, River, Sea, South America, Southern Ocean, World continent</p> <p>Atlantic Ocean, English Channel, Irish Sea, North Sea</p>



Big Ideas	Aspect	Nursery	Reception	Year 1	Year 2
	UK	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Vocabulary-</p> <p>Forecast, Globe, Map, Rain, Raincoat, Umbrella, United Kingdom</p> <p>Country England, Globe, Island, Map, Northern Ireland, Scotland, United Kingdom, Wales</p> 	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Vocabulary-</p> <p>UK</p> <p>Island Ocean sea UK</p> 	<p>The United Kingdom is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Vocabulary-</p> <p>Atlantic Ocean, Belfast, Capital city, Cardiff, Celtic Sea, Country, Edinburgh, England, English Channel, Irish Sea, London, Northern Ireland, North Sea, Scotland, United Kingdom, Wales</p> <p>Belfast, Capital city, Cardiff, Country, Edinburgh, England, London, Northern Ireland, Scotland, United Kingdom, Wales</p> 	<p>The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Vocabulary-</p> <p>Atlantic Ocean, Celtic Sea, Characteristic, City, Coast, Coastline, Country, England, English Channel, Forest, Grassland, Highland, Hill, Human feature, Irish Sea, Island, Lake, Landscape, Lowland, Marsh, Moorland, Mountain, Northern Ireland, North Sea, Physical feature, Population, River, Scotland, Size, Temperate climate, Town, United Kingdom, Valley, Village, Wales</p> 

	Aspect	<p style="text-align: center;"><b>Nursery</b></p> 	<p style="text-align: center;"><b>Reception</b></p> 	<p style="text-align: center;"><b>Year 1</b></p> 	<p style="text-align: center;"><b>Year 2</b></p> 
	Location	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, where appropriate, maps.</p> <p>Vocabulary-</p> <p>Antarctic/Arctic Blubber, Cold, Cold place, Feather, Fur,  Globe, Icy, Mountain, Mount Everest, North Pole, Snowy, United Kingdom, Weather, Winter, World</p> <p>Animal  Antarctic circle, Arctic circle, Climate, Desert, Environment, Equator, Forest, Grassland, Habitat, Island, Lake, Locate, Mountain, Ocean, Plant, polar, region, rainforest, river, savannah, sea, swamp, town, valley, weather, West Africa, woodland</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, where appropriate, maps.</p> <p>Vocabulary-</p> <p>Country, Earth, Globe, Holiday, Journey, Location, Map, Place, Planet, Travel, United Kingdom, Visit, Weather </p> <p>Africa, Arctic, Climate, Desert, Polar, Rainforest, Tropical </p> <p>Beach, Cliff, Equator, Globe, Map, Rock pool, Sea, Seashore </p>	<p>Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South poles</p> <p>Vocabulary-</p> <p>Cold place, Continent, Equator, Hot place, Northern Hemisphere, North Pole, Southern Hemisphere, South Pole </p>	<p>The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South poles</p> <p>Vocabulary-</p> <p>Country, Equator, Globe, Northern Hemisphere, North Pole, Southern Hemisphere, South Pole, World map </p>

Big Ideas	Aspect	<p style="text-align: center;"><b>Nursery</b></p> 	<p style="text-align: center;"><b>Reception</b></p> 	<p style="text-align: center;"><b>Year 1</b></p> 	<p style="text-align: center;"><b>Year 2</b></p> 
	Position	<p>Positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind and in front of.</p> <p>Understand and use positional language in relation to place, direction and objects.</p> <p>Vocabulary-</p> <p>Island, Journey, Map, Over, Route, Through, Under</p>   <p>Above, Across, Around, Backward, Behind, Below, Beneath, Beside, Between, Direction, Down, Forward, Grid, In front of, Left, Near, Next to, On, Plan, Position, Right, Route, Side, Through, Turn, Under, Up</p>  <p>Above, Along, Around, Backward, Behind, Below, Beneath, Beside, Forward, In, In front of, Next to, On, Over, Through, Travel, Turn, Under</p>	<p>Positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind, in front of, in between, above, below and underneath.</p> <p>Understand and use positional language in relation to place, direction and objects.</p> <p>Vocabulary-</p> <p>Above, Across, Around, Backward, Behind, Below, Beside, Between, Directions, down, follow, Forward, In front of, Inside, Near, Next to, On, Over, Path, Road, Route, Through, Turn, Under, Up</p>  <p>Backward, Direction, Forward, Grid, Left, Move, Right, Route, Space, Turn</p>  <p>Backward, Down, Forward, Go, Into, Left, Right, Turn, Up</p>  <p>Compass Constellation, Direction, East, Navigate, North, South, West</p> 	<p>Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Vocabulary-</p> <p>Backward, Behind, Beside, Between, Cardinal compass point, Close, Direction, East, Far away, Far from, Forward, In front of, Left, Location, Near to, Next to, North, Opposite, Position, Right, South, Straight ahead, Turn, West</p>  <p>Above, Around, Backward, Behind, Beside, Between, Cardinal compass point, Close, Direction, Down, East, Far, Far from, Forward, Half turn, In front of, Inside, Left, Location, Near to, Next to, North, Outside, Position, Quarter turn, Right, South, Straight ahead, Three quarter turn, Turn, Up, West, Whole turn</p> 	<p>The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Vocabulary-</p> <p>Cardinal compass point, Direction, East, Location, North, South, West</p>  <p>Cardinal point, Compass, Direction, East, North, South, Travel, West</p> 

Big Ideas	Aspect	<p style="text-align: center;"><b>Nursery</b></p> 	<p style="text-align: center;"><b>Reception</b></p> 	<p style="text-align: center;"><b>Year 1</b></p> 	<p style="text-align: center;"><b>Year 2</b></p> 
	<p style="text-align: center;">Maps</p>	<p>A map is a picture or drawing of an area of land or sea.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Vocabulary-</p> <p>Aerial picture Journey, Map, Route </p> <p>Island, Journey, Location, Map, Route, Trip </p> <p>Journey, Map, Photographic map, Route </p> <p>2-D, Grid, Journey, Map, Online map, Path, Road, Route </p>	<p>A map is a picture or drawing of an area of land or sea.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Vocabulary-</p> <p>Aerial photograph Feature, Journey, Location, Map, Place, Route, Travel, Visit </p> <p>Across, Around, Go, Instruction, Journey, Map, Over, Past, Route, Through, Under </p> <p>Journey, Map, Route </p> <p>Across, Around, Journey, Map, Over, Past, Route, Through, Under </p> <p>Across, Around, Instruction, Journey, Land, Location, Man-made feature, Map, Natural feature, Over, Past, Route, Sea, Through, Under </p>	<p>A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.</p> <p>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.</p> <p>Vocabulary-</p> <p>Atlas, Digital map, Globe, Key, Map, Ordnance Survey map, Picture map, Route, Symbol, World map </p> <p>Grid map, Label, Picture map </p> <p>Human feature, Map, Physical feature, Picture map, Route </p>	<p>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p>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.</p> <p>Vocabulary-</p> <p>Human feature, Key, Locate, Map, Physical feature, Symbol </p> <p>Compass, Key, Map, Picture map, Symbol </p> <p>Key, Map, Symbol </p>

Big Ideas	Aspect	<p style="text-align: center;"><b>Nursery</b></p> 	<p style="text-align: center;"><b>Reception</b></p> 	<p style="text-align: center;"><b>Year 1</b></p> 	<p style="text-align: center;"><b>Year 2</b></p> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Comparison</p> 	<p>Compare and Contrast</p>	<p>Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities.</p> <p>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>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, where appropriate, maps.</p> <p>Vocabulary-</p> <p>Australia, Country, Difference, Ethiopia, Festival, Food, Spain, Tradition, United Kingdom</p>  <p>Compare, Different, Environment, Habitat, Similar</p> 	<p>Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities.</p> <p>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>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, where appropriate, maps.</p> <p>Vocabulary-</p> <p>Different, Kenya, Same, Serengeti, United Kingdom, Village, Wildlife</p> 	<p>Places can be compared by size, amenities, transport, location, weather and climate.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in contrasting non-European country.</p> <p>Vocabulary-</p> <p>Different Same</p> <p>Compare Geographical feature</p>  	<p>A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in contrasting non-European country.</p> <p>Vocabulary-</p> <p>Characteristic, Climate, Compare, Difference, England, Landscape, Lifestyle, Location, Population, Season, Similarity, Size, Somalia</p> 

Big Ideas	Aspect	<p style="text-align: center;"><b>Nursery</b></p> 	<p style="text-align: center;"><b>Reception</b></p> 	<p style="text-align: center;"><b>Year 1</b></p> 	<p style="text-align: center;"><b>Year 2</b></p> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Significance</p> 	<p>Significant places</p>	<p>A place can be important because of its location, use buildings or landscape.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>A place can be important because of its location, use buildings or landscape.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Vocabulary- Important school</p> 	<p>A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past.</p> <p>Develop contextual knowledge of the location of globally significant places- both terrestrial and marine- including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>Vocabulary- Capital city, Landmark, London, Monument</p> 	<p>A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.</p> <p>Develop contextual knowledge of the location of globally significant places- both terrestrial and marine- including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>Vocabulary- Landmark Monument Castle, Palace, Residence, Stately Home</p>  
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Change</p> 	<p>Geographical change</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Vocabulary- Change, Locality, Now, Past, Present, Then Change Construction, Demolition, Environment, Local, Old, Recent</p>  	<p>Geographical features can change over time.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Vocabulary- Cause, Change, Effect, Land use Change, Land use, Locality</p>  	<p>An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Vocabulary- Erosion, Past, Present</p> 