Kindness Teamwork Curiosity

At Bushfield Road Infant School, our Geography curriculum is designed to nurture curiosity, promote kindness, and encourage teamwork as pupils explore the world around them and develop a sense of place and responsibility. We aim to provide a rich, engaging curriculum that builds knowledge progressively from Nursery through Year 2, ensuring pupils develop the skills and understanding needed for future geographical learning.

Kindness: Our curriculum fosters empathy and respect for people and places by encouraging pupils to appreciate diversity and the interconnectedness of communities and environments. Pupils learn about caring for the environment and the importance of taking responsibility for the world they live in, reflecting our value of kindness in action.

Teamwork: Geography learning at Bushfield Road Infant School encourages collaboration through shared enquiry, discussion, and practical activities. Pupils work together to investigate geographical questions, developing communication and social skills that support their personal development and prepare them for future learning.

Curiosity: We inspire pupils to ask questions about their environment, people, places, and the natural world. From Nursery, pupils begin by exploring their immediate surroundings and familiar settings, gradually expanding their understanding to include different places, environments, and basic geographical concepts. This curiosity fuels their engagement and desire to learn more about the world.

Our curriculum progression ensures that pupils in Nursery develop foundational geographical skills through exploration and observation, moving towards Year 2 where they study simple maps, basic human and physical features, and local and contrasting environments. This sequence supports a coherent and cumulative understanding of geography, preparing pupils well for Key Stage 2.

Substantive Knowledge Progression:

Area	Nursery	EYFS	Year One	Year Two
Understanding Place	Recognise familiar environments such as home and school. Begin to understand the idea of place through immediate surroundings.	Talk about their local area and describe places they know. Begin to recognise similarities and differences between environments.	Name and locate the four countries of the UK and their capital cities. Understand what a country and capital city is.	Name and locate the seven continents and five oceans. Understand how places fit within the wider world.
Locational Knowledge	Talk about where things are in relation to themselves (near, far, inside, outside).	Use simple maps and globes to identify familiar places such as school and local area.	Locate UK countries, capital cities and surrounding seas on maps and globes.	Locate continents, oceans and studied locations using maps and globes with growing accuracy.
Human Features	Recognise familiar places such as home, school and playground.	Identify simple human features such as houses, roads, parks and shops.	Identify and describe human features in the local area (e.g. houses, roads, shops, parks).	Understand types of settlements and land use (city, town, village, farm, port) locally and globally.
Physical Features	Notice natural features such as trees, grass and garden spaces.	Name physical features such as trees, rivers, hills and playground areas.	Identify physical features in the local area and UK (rivers, hills, forests).	Understand a wider range of physical features including mountains, valleys and vegetation.
Weather & Seasons	Experience and notice different weather through daily play.	Name different types of weather and the four seasons.	Understand seasonal and daily weather patterns in the UK.	Compare weather patterns in the UK with a contrasting location.
Similarities & Differences	Notice simple similarities and differences in familiar places.	Compare their local area with another place through discussion.	Begin to compare places using simple geographical language.	Compare the UK with a contrasting non-European

				locality (human and physical features).
Maps & Representation	Use simple pictures or maps to recognise familiar places.	Draw simple maps of familiar environments such as classroom or school.	Understand that maps represent places and use simple symbols and keys.	Use maps, globes, symbols and keys to locate and describe places confidently.

Vocabulary Progression for Substantive Knowledge:

Area	Nursery	EYFS	Year One	Year Two
Understanding Place	home, school, place, here, there	local, area, community, same, different	country, capital city, United Kingdom, location	continent, ocean, world, global, region
Locational Knowledge	near, far, inside, outside	left, right, above, below, direction	map, globe, position, route, symbol, key	compass, north, south, east, west
Human Features	home, school, playground	house, shop, road, park	human feature, town, building, farm	city, village, settlement, port, harbour, land use
Physical Features	tree, grass, mud, water	river, hill, field, forest	mountain, sea, ocean, soil, beach	valley, vegetation, cliff, landscape, environment
Weather & Seasons	sun, rain, wind, hot, cold	weather, season, spring, summer, autumn, winter	temperature, rainfall, sunny, cloudy, windy	climate, forecast, pattern, compare
Similarities & Differences	same, different	similar, different, compare	compare, describe, feature	similarities, differences, contrast, locality

Maps & Representation	map, picture, place	map, plan, draw, route	symbol, key, aerial view, atlas	atlas, globe, compass, location, scale

Disciplinary Skills Progression:

Area	Nursery	EYFS	Year One	Year Two
Observing	Explore the environment through play and sensory experiences.	Observe and talk about features in the immediate environment.	Use simple observational skills to identify and describe features in the local area.	Observe and compare different places, noting similarities and differences.
Questioning	Ask and respond to simple questions about their surroundings.	Ask questions about places and environments.	Ask and answer simple geographical questions about places studied.	Ask comparative questions and explain answers using simple reasoning.
Describing Location	Use simple positional language (near, far, inside, outside).	Use positional and directional language (left, right, above, below).	Use locational language to describe features on maps and in real life.	Use compass directions (North, South, East, West) to describe location.
Fieldwork	Explore the school environment.	Explore and discuss the local area.	Carry out simple fieldwork including observing and recording features.	Collect and record data during fieldwork and present findings.
Using Maps	Use simple picture maps or images.	Begin to use maps and globes to identify places.	Use maps with symbols and keys to locate features.	Use maps and globes confidently, including keys and symbols.
Comparing	Notice differences between places.	Describe similarities and differences between places.	Begin to compare locations using simple language.	Compare locations using evidence from maps and photographs.

Data Handling	—	Collect simple weather data (e.g. sunny, rainy days).	Record simple data using tallies and charts.	Present data using pictograms and bar charts and interpret findings.

Disciplinary Skills Vocabulary Progression:

Area	Nursery	EYFS	Year One	Year Two
Observing	Explore the environment through play and sensory experiences.	Observe and talk about features in the immediate environment.	Use simple observational skills to identify and describe features in the local area.	Observe and compare different places, noting similarities and differences.
Questioning	Ask and respond to simple questions about their surroundings.	Ask questions about places and environments.	Ask and answer simple geographical questions about places studied.	Ask comparative questions and explain answers using simple reasoning.
Describing Location	Use simple positional language (near, far, inside, outside).	Use positional and directional language (left, right, above, below).	Use locational language to describe features on maps and in real life.	Use compass directions (North, South, East, West) to describe location.
Fieldwork	Explore the school environment.	Explore and discuss the local area.	Carry out simple fieldwork including observing and recording features.	Collect and record data during fieldwork and present findings.
Using Maps	Use simple picture maps or images.	Begin to use maps and globes to identify places.	Use maps with symbols and keys to locate features.	Use maps and globes confidently, including keys and symbols.

Comparing	Notice differences between places.	Describe similarities and differences between places.	Begin to compare locations using simple language.	Compare locations using evidence from maps and photographs.
Data Handling	—	Collect simple weather data (e.g. sunny, rainy days).	Record simple data using tallies and charts.	Present data using pictograms and bar charts and interpret findings.