

Geography Curriculum Skills Progression

INTENT: At Lyndhurst we aim to provide a high-quality geography education that will inspire our pupils to be inquisitive and curious about the world they live in and the people who live in it. Lyndhurst aims to teach the **geographical skills** needed for children to develop a curious and enquiring mind about the world, that will remain with the students for the rest of their lives. Pupils will have first hand experiences in the local environment to develop and deepen their **locational and place knowledge**. Visiting, researching and comparing the beach, countryside and local town with more diverse environments around the world will help children develop an understanding of how the Earth is shaped, and connected.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Our aim is for pupils to:

- To know the location of significant of global places both terrestrial and marine.
- To identify and understand what the physical and human features and characteristics of the world and how and why these features change over time and what are the global effect of human actions.
 - To be confident using geographical skills such as simple map reading and compass skills.
- To be able to use various sources to interpret geographical information, including maps, globes, aerial photographs, diagrams and using electronics programmes such as Digi maps and Google Earth.
 - To have the opportunity to present their work in a variety of ways through map work, diagrams and through written work.

SEND Provision

At Lyndhurst Infant School we believe that every child is respected as an individual and has the right to learn and develop their talents and abilities (Article 29) We adapt the curriculum and supply resources to suit individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning.

Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum as they tend to have a spiky profile, therefore not necessarily accessing all aspects of the progression map in order. For example, in reading, a child may be able to read complex texts, but not have the comprehension skills to match.

	EYFS	YEAR 1	YEAR 2
IMPLEMENTATION	Children will use maps, globes, atlases and photographs to gain a solid understanding of places, countries, continents, oceans and seas.		
<u>Locational Knowledge</u>	<p>Beginning:</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Within:</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries <p>Expected:</p> <ul style="list-style-type: none"> Talk about the features of their own immediate environment and how environments might vary from one another (ELG) 	<p>Beginning:</p> <ul style="list-style-type: none"> To talk about the place where they live To name and locate the capital city of England and be able to describe some key characteristics <p>Within:</p> <ul style="list-style-type: none"> Name and begin to locate the four countries of the UK <p>Expected:</p> <ul style="list-style-type: none"> To name and locate the four countries of the UK and their capital cities To name some of the surrounding seas of the UK 	<p>Beginning:</p> <ul style="list-style-type: none"> Begin to name some of the world's five oceans and continents <p>Within:</p> <ul style="list-style-type: none"> To name and begin to locate the world's five oceans and seven continents Name and locate the UK's surrounding seas <p>Expected:</p> <ul style="list-style-type: none"> To name and locate the world's five oceans and seven continents and describe some of their physical features Name and locate the four countries of the UK, their capital cities and surrounding seas
Developing Vocabulary	town city, countryside, industrial, sea, beach, mountain, desert, coast, park, road, rail, path, house, flat, shop, pier,	town, city, countryside, industrial, sea, mountain, coast vehicles and geographical vocab for infrastructure such as rail, road, sea	Map, atlas, globe, nation, ocean, continent Names of towns, cities, countries and continents. Names of the oceans and seas.
Key People and 'real-life' links	Real life links: Look at pictures and maps of Worthing; find the school, homes and significant places. Find Worthing on a map of the UK. Use world map floor jigsaw to find countries of family heritage and places visited.	Real life links: Personal journeys "How did you get there?" Journeys from the local area and going further to journeys around the world. International Days Cultural celebrations	Real life links: Using maps, globes and ICT programmes. Link to specific events such as sporting events, historical events, political events. International Days Cultural celebrations Discuss holidays and where the places are on a map

	International Days Cultural celebrations Discuss holidays and where on a map	Discuss holidays and where the places are on a map Links to topics What Happened In Pudding Lane? And Smugglers	
	Sporting and cultural personalities, family members, explorers, Sir Ranulph Fiennes, Captain Scott, Sir David Attenborough, Greta Thunberg		
IMPACT:	Children will understand they live in Worthing and where Worthing is in the England, UK and in the wider world. Children will gain an understanding of the country they live in and which countries make up the United Kingdom. Children will gain a solid understanding of the world and how it consists of countries, continents and oceans, how we travel around the world to get to different places and the similarities and differences in the environments.		

	EYFS	YEAR 1	YEAR 2
IMPLEMENTATION	Children will use maps, globes, atlases, stories, photographs and visual sources to research local environments and compare it with other locations to identify and discuss similarities and differences. Links will be made to the locality as well as the parts of the UK and world that are being studied		
Place Knowledge	Beginning: <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Within: <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Expected: <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. (ELG) 	Beginning: <ul style="list-style-type: none"> Talk about where they live in simple terms Within: <ul style="list-style-type: none"> Describe human and physical features of a small area of the UK Expected: <ul style="list-style-type: none"> Begin to understand why some things are located where they are 	Beginning: <ul style="list-style-type: none"> Begin to describe simple geographical features of a small area of the UK and a contrasting non-European country Within: <ul style="list-style-type: none"> Begin to describe simple geographical similarities and differences between a small area of the UK and a contrasting non-European country Expected: <ul style="list-style-type: none"> Describe geographical similarities and differences between a small area of the UK and a contrasting non-European country

			<ul style="list-style-type: none"> Understand the human and physical features of two different places
Developing Vocabulary	town, city, village, countryside, farm, industrial, factories, buildings, sea, mountain, coast, valley, environment, pollution, busy, quiet.	town, city, village, countryside, farm, industrial, factories, buildings, sea, mountain, coast, valley, environment, pollution, Ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? What is the weather like today?	Map, atlas, globe, nation, ocean, continent Physical, human, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop. Ask geographical questions e.g. What are the key human or physical features of this place? How is this place different to where I live? How is the weather different? How are lifestyles different?
Key people and 'real-life' links	Use All About Me boxes, holidays, photos and stories to talk about those features they like and dislike. Use animals to research where out they live and how the environment is similar and different. Whole school International days	Real Life links: Pictures, videos and fieldtrips around the local area, route from home to school, features of local town for example beach, parks, significant buildings such as Splashpoint library, museum, places of worship. Link to topic What happened In Pudding Lane? Whole school International days	Real life links: Identifying human and physical features in school grounds and the local area. Compare Worthing with a non-European country. (Eco: biodiversity) rainforests comparison work. In the past and now. This will be linked to world events such as Olympics, World Cup. Link to topic How Can We Look After our World? Whole school International days
	Andy's Adventures (cbeebies), Tim Peake, David Attenborough, Greta Thunberg, sporting and cultural personalities,		
IMPACT	Children will be able to talk about features of their local environment and use correct vocabulary to describe the physical and human features of a range of places. Children will be able to compare and discuss similarities and differences between their home town and different places around the world.		

	EYFS	YEAR 1	YEAR 2
IMPLEMENTATION <u>Human and Physical geography</u>	Children will use the outside environment to observe, identify and describe seasonal changes and identify physical and human features. Children will use the local beach and visit throughout the year to compare seasonal changes and the local area with the North and South Poles.		
	<p>Beginning:</p> <ul style="list-style-type: none"> Explore the natural world around them. <p>Within:</p> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. <p>Expected:</p> <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things (ELG) 	<p>Beginning:</p> <ul style="list-style-type: none"> Observe and talk about the weather Know that there are different seasons and suggest how the weather may change <p>Within:</p> <ul style="list-style-type: none"> Describe seasonal and daily weather patterns in the locality Use some basic geographical vocabulary when describing a place <p>Expected:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK Use basic geographical vocabulary when describing a place 	<p>Beginning:</p> <ul style="list-style-type: none"> Observe and talk about changes in the weather from season to season Begin to describe a place in terms of human and physical features <p>Within:</p> <ul style="list-style-type: none"> Begin to locate hot and cold area of the world in related to Equator and North and South Poles Describe a place in terms of human and physical features <p>Expected:</p> <ul style="list-style-type: none"> Locate hot and cold area of the world in related to Equator and North and South Poles Develop an awareness of the weather and how it affects people and their surroundings e.g. vegetation, housing and animals
Developing Vocabulary	Season, weather, autumn, winter, spring, summer,	Season, weather, autumn, winter, spring, summer, temperature, vegetation, frost, snow, ice, growth, heat, warmth	North South Poles, equator Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. City, town, village, factory, farm, house, office, port, harbour and shop.
Key people and 'real life' links	Children to notice and discuss patterns e.g. rubbings from grates, covers, or bricks.	Real Life links: Autumn and Spring Rotation Day (Eco: litter and school grounds)	Real Life links: Autumn and Spring Rotation Day

	Autumn and Spring Rotation Day Go Wild Weeks and after school clubs All About Me boxes, sharing photos of personal journeys. Forest School	Eco elements around the school grounds Go Wild Weeks and after school clubs Cross curricular to science and plants and growing including class competitions. Forest School. Links to topics How Does The Story End? And Smugglers	Links to topics How Can We Look After Our World and What Makes A Superhero? Forest School
	David Attenborough, geographer, TV weather reporters,		
IMPACT	Children will gain a solid understanding of the seasonal changes throughout the year and will be able to identify and discuss the changes they observe. Children will be able to discuss how different continents and countries have similar and different seasons and temperatures to us in Worthing. Children will know where the Poles are and where the equator is.		

	EYFS	YEAR 1	YEAR 2
IMPLEMENTATION	Children will use the school grounds, the beach, local town, school trips and story books to develop geographical skills and vocabulary. Children will use a variety of maps, a compass, visual sources to learn about and develop map reading skills.		
<u>Geographical skills and fieldwork</u>	Beginning: <ul style="list-style-type: none"> Draw information from a simple map. Explore the natural world around them. Within: <ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live in. Describe what they see, hear and feel whilst outside 	Beginning: <ul style="list-style-type: none"> Use maps and globes with support Observe and record fieldwork in the school grounds Within: <ul style="list-style-type: none"> Identify and locate places on a map and globe Begin to use aerial photographs with support to recognise landmarks Expected:	Beginning: <ul style="list-style-type: none"> Use maps, atlases and globes to locate places Within: <ul style="list-style-type: none"> Use maps, atlases and globes to locate places that have been studied Begin to devise a simple map Expected: <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

	<p>Excepted:</p> <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things (ELG) 	<ul style="list-style-type: none"> Use simple compass directions to describe routes on a map Use locational and directional language to describe the location of features on a map 	<ul style="list-style-type: none"> Devise a simple map and construct a basic key to identify features on it Observe and record fieldwork in the locality
Developing Vocabulary	Map, plan, route, journey, countryside, town, sea, beach, coast, trees, fields, roads,	Map, plan, key, route, north, south, east, west Q: What is it like to live in this place?	Map, globe, atlas, plan, key, symbol, compass, satellite North, South, East, West Near, far, left, right
Key people and 'real-life' links	Compare Worthing with summer term field trip to countryside; (Pulborough Brooks 2020). Make simple map of classroom, and story maps. Make a simple map of their walk to school. Using Digimaps plot where every child lives and see who comes the furthest.	Real life skills; use ready-made maps and children to make their own maps to find objects, letters, people and places. Look at a simple map of the local area and identify the things they know and have seen Use technology such as Ipads to read a compass and use it to navigate. Using Digimaps plot where every child lives and see who comes the furthest.	Real life skills; Children give directions, use ready-made maps and children to make their own maps to find objects, letters, people and places. Study aerial photographs of the school and label it with key features e.g. school, church, park, shops. Use technology such as Ipads to read a compass and use it to navigate. Using Digimaps plot where every child lives and see who comes the furthest. Using digimaps look at past and present maps of Worthing.
	Cartographer, surveyor, oceanographer,		
IMPACT	Children will understand the purpose and the features of a map. Children be able to use a map and make a map including significant places and features and a key appropriate for each stage of learning.		