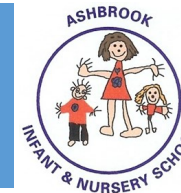


Ashbrook Infant and Nursery School

Progression in Geography



Geography In The Early Years Curriculum

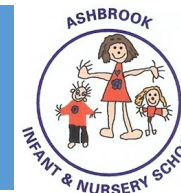
Activities and Vocabulary in Nursery

that prepare our children to be Geographers in Key Stage 1

<u>Objectives</u>	<u>Activities</u>	<u>Language</u>
Show interest in different occupations.	<p>Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author.</p> <p>Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play.</p> <p>Consider opportunities to challenge gender and other stereotypes.</p>	<p>Names of occupations linked to children's experience through parental occupations and interests e.g. doctor, nurse, police, fire fighter, shop assistant, mechanic, vet, hairdresser etc.</p> <p>Vocabulary related to occupations e.g. work, cook, clean, fix, repair, protect, help, care for, keep safe, design, sell, make, create etc.</p>
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<p>Practitioners can create books and displays about children's families around the world, or holidays they have been on.</p> <p>Encourage children to talk about each other's families and ask questions.</p> <p>Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</p>	<p>Holiday</p> <p>Weather vocabulary – hot, cold, sunny, snowy etc.</p> <p>Transport e.g. car, train, boat, aeroplane etc.</p> <p>Vocabulary related to their location e.g. World, Borrowash, Derby</p> <p>Same, different</p> <p>Maps, travel brochures, travel agents</p>

Ashbrook Infant and Nursery School

Progression in Geography



Geography In The Early Years Curriculum

Activities and Vocabulary in Reception

that prepare our children to be Geographers in Key Stage 1

<u>Objectives</u>	<u>Activities</u>	<u>Language</u>
Name and describe people who are familiar to them.	Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.	Further extend vocabulary from Nursery to include more diverse occupations.
Draw information from a simple map	Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.	Vocabulary from Nursery plus: Begin to know some details of their own address – number, street name, village, city, county etc. The school address (as above) Maps, street view, aerial view Names of buildings e.g. house, bungalow, flats, detached etc. Names of features in the locality e.g. school, park, shops, brook, railway line, river, Elvaston Castle, lake etc. Up, down, left, right Road, Street, corner
Recognise some similarities and differences between life in this country and life in other countries.	Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on	Vocabulary from Nursery and as above plus: Other features (not local) e.g. hills, mountains, sea, beach, countryside, fields, streams, caves, bridges, tunnels etc. Different buildings e.g. huts, tents, igloo's Food, eat, diet More transport options such as buses, bikes, walk, run, horses, donkeys etc. Materials which houses are made from e.g. bricks, slate, mud, wood, ice etc. Similarities/differences
Recognise some environments that are different from the one in which they live.	Teach children about a range of contrasting environments within both their local and national region. Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play	As above

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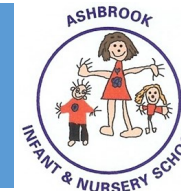
Progression in Geography



	Year 1	Year 2	Year 3
SUBJECT CONTENT: Locational Knowledge	<ul style="list-style-type: none">Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	<ul style="list-style-type: none">Name and locate the world's 7 continents and 5 oceans	<ul style="list-style-type: none">Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesName and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over timeIdentify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

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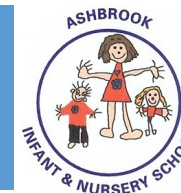
Progression in Geography



	Year 1	Year 2	Year 3
SUBJECT CONTENT: Place Knowledge	<ul style="list-style-type: none">Begin to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (link Borrowash to another country??)	<ul style="list-style-type: none">Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (compare UK to another non-European island country e.g Aus, NZ etc—dependent on topic title?)	<ul style="list-style-type: none">Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

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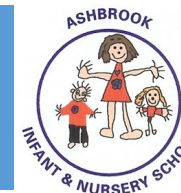
Progression in Geography



	Year 1	Year 2	Year 3
SUBJECT CONTENT: Human and Physical Geography	<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: forest, hill, mountain, soil, valley, vegetation, - key human features, including: city, town, village, factory, farm, house, office. 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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Progression in Geography



	Year 1	Year 2	Year 3
SUBJECT CONTENT: Geographical skills and field work	<ul style="list-style-type: none">• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	<ul style="list-style-type: none">• Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map• 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	<ul style="list-style-type: none">• Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied• Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world• Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies