



## **Petersfield Infant School**

### **Geography Knowledge & Skills Progression Across KS1 & EYFS**

#### Educational Programme from Statutory Framework

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

#### Related Early Learning goals

- ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

#### Petersfield Infant EYFS Curriculum Aspiration 3 (built upon our unique cohort, school context and the Educational programmes)

To be part of the school community, the wider Petersfield community and to care for the world around them, whilst also understanding and appreciating cultural and social differences in the world.

<u>Year R</u> Autumn	<u>Year R</u> Spring	<u>Year R</u> Summer
<b>Signs of Autumn</b>	<b>Maps</b>	<b>The World Around Us</b>
<u>Knowledge</u> <ul style="list-style-type: none"> <li>• Know that leaves on most trees change colour and fall</li> <li>• Know that conkers, acorns, berries, fir cones grow on trees in autumn</li> <li>• Know that some animals begin to collect food to help them through winter</li> <li>• Know that some animals sleep through winter – hibernate</li> </ul>	<u>Knowledge</u> <ul style="list-style-type: none"> <li>• Know there are special places for people where we live (church, library, square, Physic Garden)</li> <li>• Know that maps give us information</li> <li>• Know the signs of spring</li> <li>• Know that some environments are different to the one we live in.</li> </ul>	<u>Knowledge</u> <ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries</li> <li>• 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</li> <li>• Discuss how we care for the natural world around us</li> </ul>
<u>Skills</u> <ul style="list-style-type: none"> <li>• Spot signs of autumn in their own and local environment.</li> <li>• Talk about changes in the weather.</li> </ul>	<u>Skills</u> <ul style="list-style-type: none"> <li>• Draw information on a simple map</li> <li>• Create a simple map using small world and loose parts and talk about it</li> <li>• Identify signs of spring in the environment</li> </ul>	<u>Skills</u> <ul style="list-style-type: none"> <li>• Use relevant, specific vocabulary to describe contrasting locations</li> <li>• Talk about changes of season, different places and peoples seen in/on books, maps, apps</li> </ul>
<u>Key Vocabulary</u> <p>Home vocabulary – home, house, flat, caravan etc Autumn – autumn, leaf, change, colour, acorn, conker, fir cone, berries, collect, hibernate, sun, rain, wind, cold, dark, light</p>	<u>Key Vocabulary</u> <p>Map, information, special, places, church, library, garden, square, spring, buds, blossom, flowers, plants, seeds, soil, roots, stem, leaf, grow, cold, ice, snow, different, hot</p>	<u>Key Vocabulary</u> <p>hot, cold, wet, dry, rainy, sunny, etc to describe contrasting places,</p>

<u>Year 1</u> Autumn	<u>Year 1</u> Spring	<u>Year 1</u> Summer
<b>Here we are now in Petersfield Place Knowledge - Local area study.</b>	<b>Hot and Cold Place Knowledge – The hottest and coldest places on earth.</b>	<b>Perfect Petersfield Place Knowledge – My local area.</b>
<p><u>Knowledge &amp; Skills</u></p> <ul style="list-style-type: none"> <li>• Children know what maps are and how they show us different places</li> <li>• Children to become familiar with what the Map of the UK shows – to know the names and positions of the 4 countries that make up the United Kingdom</li> <li>• Children to name the capital cities in the U.K.</li> <li>• Children to know what the term physical and human geography refers to.</li> <li>• Children to name and identify physical and human geography of Petersfield.</li> <li>• Children to construct a basic map showing places in my local area.</li> </ul>	<p><u>Knowledge &amp; Skills</u></p> <ul style="list-style-type: none"> <li>• To use first hand observation skills to identify hot and cold areas of the school using basic map skills and understand how to create a simple key.</li> <li>• Simple compass directions and locational and directional language to describe where continents are on a world map.</li> <li>• To use positional and directional language to describe a route on a 2 grid reference map.</li> <li>• Place Knowledge: Antarctic has unique human and physical geographical features.</li> <li>• Place Knowledge: Africa is the hottest continent on the Earth</li> <li>• To be able to accurately identify features found in two contrasting continents.</li> </ul>	<p><u>Knowledge &amp; Skills</u></p> <ul style="list-style-type: none"> <li>• Children to know what we mean when we refer to the local area and where this is.</li> <li>• Children to know what a National Park is.</li> <li>• Fieldwork study – Children to use first hand observation skills to study Queen Elizabeth Country Park.</li> <li>• Children to know what physical and human is unique to Petersfield.</li> <li>• Place Knowledge. Children to explain what is good about living in Petersfield.</li> <li>• Children to evaluate – Is Petersfield the perfect place to live.</li> </ul>
<p><u>Key Vocabulary</u></p> <p>Map, key, place, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Edinburgh, Belfast, Cardiff, physical, natural, human, geographical features, railway, lake, pond, school, houses, churches, public house.</p>	<p><u>Key Vocabulary</u></p> <p>Continent, Antarctica, Africa, climate, continent, equator, North Pole, Northern Hemisphere, ocean, South Pole, Southern Hemisphere, compass</p>	<p><u>Key Vocabulary</u></p> <p>United Kingdom, capital city, city, country, church, town, village, church, continent, landmarks, lake, maps, parks, lake, street, symbol</p>

<u>Year 2</u> Autumn	<u>Year 2</u> Spring	<u>Year 2</u> Summer
<b>Wonderful Weather!</b> <b>Explain and describe Climate.</b>	<b>Uganda and the U.K.</b> <b>Place Knowledge – Uganda and the United Kingdom.</b>	<b>Brilliant Beaches</b> <b>Geographical Skills – Coastal Study.</b>
<u>Knowledge &amp; Skills</u> <ul style="list-style-type: none"> <li>• Children to identify and locate the UK on maps atlases and globes.</li> <li>• Children can describe the geography of the UK using specific relevant geography vocabulary.</li> <li>• Children can name and describe the weather that they have experienced.</li> <li>• Children know the names of seasons in the UK and the impact that this has on their lives.</li> <li>• Children to learn about climate and consider what impact this has on our lives depending on where we live in the UK</li> <li>• Children to understand what climate change means and what impact this is having on the planet.</li> </ul>	<u>Knowledge &amp; Skills</u> <ul style="list-style-type: none"> <li>• Children to recognise geographical similarities and differences exist in the human geography in urban areas around the world.</li> <li>• Children to know where in the world Uganda is in relation to the U.K.</li> <li>• Children to know there are unique features in the capital cities of Kampala and London</li> <li>• Children to know there are unique features in the Physical Geography in Queen Elizabeth Country Park and Queen Elizabeth National Park.</li> <li>• Children to know climate is different in contrasting parts of the world and this has an impact on the environment.</li> </ul>	<u>Knowledge &amp; Skills</u> <ul style="list-style-type: none"> <li>• To know what a beach and coastal area is and to know that peoples lives are connected to it.</li> <li>• To know the key features of the UK coastline and identify these on a map.</li> <li>• To know relevant geographical vocabulary to describe coasts.</li> <li>• To name and describe global coastal habitats.</li> <li>• To be able to research other coastlines</li> <li>• To explain the advantages and disadvantages of tourism on the coast.</li> </ul>
<u>Key Vocabulary</u> <p>Continent, country, United Kingdom, weather, climate, rainfall, temperature, Autumn, Spring, Summer, climate change, carbon footprint.</p>	<u>Key Vocabulary</u> <p>Urban, rural, town, city, shops, church, village, factory, farm, house, office, shop, school, church, hill, forest, road, continent, ocean</p>	<u>Key Vocabulary</u> <p>Beach, Coast, sea, ocean, land, cliff, port, export, Harbour, Island, tourism, erosion, deposition,</p>

