

# Biddick Hall Infant & Nursery School



## Geography Progression Document

**EYFS STATEMENT:** As outlined in the EYFS framework: Understanding the world involves guiding children to make sense of their physical world and their community. From nursery children in the EYFS at our school are given the geographical foundations that will be later built upon in KS1. Children are exposed to vocabulary, books, songs and experiences that increases their knowledge and sense of the world around them. Children in Nursery are encouraged to talk about how they belong to their family and their new school. They tour and explore their new environment and meet the 'people who help us' in school before branching out to discover more about people who help us in the community. In Reception, children are introduced to their own locality by going on a trip to South Shields embarking on our own journey of exploration of our town by using public transport. They are introduced to the idea of a map and draw simple maps of their journey. We want all children in our school to have a fascination with the world and its people. In the EYFS children learn about festivals and traditions in the UK and wider world. They begin to understand that there are different countries around the world and make simple comparisons. In outdoor exploration, children are encouraged to notice changes in the world around them such as weather patterns and seasonal changes. They begin to understand where food comes from by visiting the farm and growing their own food. Later in the year, children think about sea creatures and the importance of looking after our seas and oceans. Children in the EYFS are encouraged to be inquisitive and to ask questions about people and places in their world.

**Geographical Concepts:** At Biddick Hall Infant and Nursery School we strive to develop our children's knowledge, understanding, curiosity and fascination about the world and its people. We endeavour to ensure that all children have the skills, knowledge and understanding required to think about and understand the world as a geographer. Concepts covered include: place, space, environment, climate, sustainability, interconnection, scale and change.

	Knowledge End Points	Skills End Points	Local context and key resources.	Key Vocab	End Points Challenge For Higher Achievers	Supporting End Points For SEND
<b>Autumn Term</b>						
<b>Year 1</b> <b>A Journey around the UK and its capital cities</b>	To name and locate the four countries in the UK.  To name and locate the capital cities of the UK.  To name and locate the seas surrounding the UK.	To use maps, globes and atlases.  To use aerial photographs to recognise landmarks and basic human and physical features.	<ul style="list-style-type: none"> <li>• Large maps of the UK</li> <li>• UK Landmarks map.</li> <li>• Globes</li> <li>• Google Maps</li> </ul>	Map, United Kingdom, UK, Scotland, Northern Ireland, Wales, England, North Sea , Irish sea, London, Edinburgh, Cardiff, Dublin, Globe, Atlas.	<b>You will expect to see:</b> Evidence of in depth knowledge of landmarks, capital cities, countries and seas.  Some children are able to compare similarities and differences between countries in the UK. E.g. they might know which capital	<b>You will expect to see:</b>  Word banks / labels to support writing.  Sentence scaffolds for fact file work.  Pictures/images to support understanding.

					is largest and why this might be, this could be recorded in 'post-it' or video format.	
<b>Year 1</b> <b>UK Weather Reporters</b>	<p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>To name locate and identify the four countries and capital cities of the United Kingdom.</p>	<p>To compare weather in England, to another country in the UK.</p> <p>To use symbols to represent the weather.</p> <p>To use maps, globes and atlases to locate areas of the United Kingdom.</p>	<ul style="list-style-type: none"> <li>• Class Weather station including rain gauges and thermometers.</li> <li>• iPads for recording weather reports.</li> <li>• Maps</li> <li>• Globes</li> <li>• Atlases</li> </ul>	<p>Weather, season, autumn, winter, spring, summer, stormy, cold, cloudy, sunny, warm, frosty, misty, meteorologist, thermometer, predict, forecast.</p>	<p><b>You will expect to see:</b></p> <p>Children using language to create insightful predictions on how the weather may be across the week.</p> <p>Children talking about how the weather is different in different places and make simple justifications as to why this might be.</p>	<p><b>You will expect to see:</b></p> <p>Weather symbols for each child to refer to if needed during discussion.</p> <p>Children may complete a weather chart as a group to compare weather in different places.</p>
<b>Year 2</b> <b>A Journey by sea to visit the continents of the world</b>	<p>To name and locate the seven continents.</p> <p>To name and locate the five oceans.</p>	<p>To use maps, globes and atlases to identify continents and oceans.</p> <p>To talk about some countries in given continents and begin to make some comparisons.</p>	<ul style="list-style-type: none"> <li>• Globes</li> <li>• Atlases</li> <li>• Large world maps</li> <li>• World map jigsaws</li> <li>• Books about specific countries and continents.</li> </ul>	<p>Map, globe, atlas Africa, Asia, Australia, Antarctica, Europe, North America, South America, Ocean, Atlantic Ocean, Pacific Ocean Arctic Ocean, Southern</p>	<p><b>You will expect to see:</b></p> <p>Children sorting images of countries and continents and talking about how they know which country/ continent they belong to.</p> <p>Some children are able to compare similarities and differences between continents, they</p>	<p><b>You will expect to see:</b></p> <p>Labels provided so that children can cut and stick the location of the place without the need for writing.</p> <p>Children to have their own enlarged 'simple' version of maps of the world in colour.</p> <p>Scaffolds such as sentence starters.</p>

				Ocean, Indian Ocean. .	may refer to size, climate or discuss people/animals who live there. This may be recorded in written, 'post-it observation' or in video format.	
Year 2 The Hot Cold Wet Dry Travel Company	<p>To review seasonal and daily weather patterns in the United Kingdom.</p> <p>To know and locate the equator and the North and South Poles.</p> <p>To know and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To identify seasonal and daily weather patterns in hot and cold areas of the world.</p>	<p>To use maps, globes and atlases to identify the northern and southern hemisphere on a map of the world.</p> <p>To know and compare countries and animals in relation to their country, continent and climate.</p> <p>To know and compare how climates differ in each hemisphere.</p>	<ul style="list-style-type: none"> <li>• Maps of the world</li> <li>• Globes</li> <li>• Images of animals for different hemispheres.</li> </ul>	Northern, southern, hemisphere, climate, temperate, warm, cold, tropical, season, country, continent.	<p><b>You will expect to see:</b></p> <p>Children demonstrating their knowledge of climate linked to climate: e.g. understanding that it is colder in the UK as it is further away from the equator.</p> <p>Some children may begin to demonstrate how animal and plants are suited/adapted to different climates and places (There is a science link here).</p>	<p><b>You will expect to see:</b></p> <p>Visuals to support the acquisition of vocabulary where a picture accompanies a label e.g. an image of the equator line on a map identified with the label 'equator'.</p> <p>An individual map to support matching countries/continents to their hemisphere.</p>
Spring Term						

<p style="text-align: center;">Year 1 A Special Visitor to Biddick Hall</p>	<p>To understand where we live within the United Kingdom (show that we live in a small part of a wider area Biddick Hall, South Shields, England, United Kingdom).</p> <p>To use geographical vocabulary to refer to human and physical features of Biddick Hall.</p> <p>To use geographical vocabulary to refer to human and physical features of South Shields.</p>	<p>To 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.</p> <p>To use maps, atlases and globes to identify key areas.</p> <p>To use aerial photography and perspectives to recognise landmarks and basic human and physical features.</p>	<ul style="list-style-type: none"> <li>• Fieldwork studies in the local area.</li> <li>• iPads for photographs</li> <li>• Maps and atlases for reference.</li> <li>• Images of local physical and human features</li> </ul>	<p>United Kingdom, England, location, South Shields, Biddick Hall, hill, trees, bushes, soil, season, stream, weather, town, village, shop, houses, pub, path, pavement, school, office, human and physical features.</p>	<p><b>You will expect to see:</b></p> <p>Children beginning to compare human and physical features in Biddick Hall and South Shields.</p> <p>Children beginning to understand why there are fewer physical features in Biddick Hall than human ones (some children will begin to make the link between the fact that Biddick hall is a 'built up' area where many houses have been built).</p>	<p><b>You will expect to see:</b></p> <p>Children may record videos including their own dialogue to explain what they can see in Biddick Walk.</p> <p>Images drawn to list/depict what was seen in Biddick Hall.</p> <p>Children sorting images into human and physical features with one or two images given as a prompt to begin.</p>
<p style="text-align: center;">Year 2 A Suitcase for China</p>	<p>To locate China on a map and know that it is part of the continent of Asia.</p> <p>To locate the United Kingdom on a map and know that it is part of Europe.</p> <p>To understand and compare the human and physical geography of a small area of the United Kingdom and a small area of China.</p>	<p>To use map, globes and atlases to locate China and the United Kingdom and begin to understand geographical similarities and differences.</p> <p>To use maps and technology such as google maps to locate key human and physical features of South Shields/North East of England and a small area of China in relation to agriculture and farming.</p>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Atlases</li> <li>• Google maps</li> </ul>	<p>Capital City, Location. UK, China, Asia, Chinese, physical, human, feature, rice, field, paddy, canal. crop, agriculture, food, growth, farming, export.</p>	<p><b>You will expect to see:</b></p> <p>An answer to a posed question e.g. Why can China grow Wheat and rice, but we can only grow wheat? –</p> <p>This will demonstrate a clear understanding that China, as a whole is a far bigger country than the UK therefore that's why there is such</p>	<p><b>You will expect to see:</b></p> <p>Individual word banks/vocabulary.</p> <p>Individual pictures of places/maps.</p> <p>Simple similarities/differences between South Shields and China noted, linking particularly to human and physical features.</p>

	To understand geographical similarities and differences (in the context of climate and agriculture) and how physical and human geography impact on this.			diversity of growth as the climate varies significantly from place to place e.g. temperate in the north and sub-tropical in the south. This will also demonstrate understanding and the ability to make links with their other learning.	
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**Summer Term**

<p><b>Year 1</b> <b>Our Part of the World</b></p>	<p>To know and use basic geographical vocabulary to refer to key human and physical features of our coastline.</p> <p>To know how our coastline has been formed and the impact of the sea on the coastline.</p> <p>To discuss important human and physical features of our coastline (e.g. lighthouses to link to history).</p>	<p>To use basic geographical vocabulary to refer to key human and physical features.</p> <p>To use maps and aerial photographs to recognise landmarks and basic human and physical features in the context of our coastline.</p> <p>To use simple fieldwork and observational skills to study the geography of a known area and its surrounding environment.</p>	<ul style="list-style-type: none"> <li>• A visit to Souter Lighthouse</li> <li>• Ariel digital maps of our coastline from above e.g. google maps.</li> </ul>	<p>Coast, cliff, sea, bay, pier, lighthouse, sand dune, pathway, rocks, rock pool, beach.</p>	<p><b>You will expect to see:</b></p> <p>An answer to a question such as: has our coastline always looked the same, have the cliffs always looked the same? – Children will demonstrate some understanding that the sea causes rocks to break off and new cliff edges to form.</p>	<p><b>You will expect to see:</b></p> <p>Individual images of the physical and human features of our coastline.</p> <p>Word banks including visuals for reference matching new vocabulary.</p> <p>Pictures and labels of what you can do on the South Shields Coast.</p> <p>Simple sentence starters.</p>
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<p><b>Year 1</b> <i>Where is my new class?</i></p>	<p>To know and create appropriate symbols on and for maps.</p> <p>To identify familiar areas on a plan perspective of our school.</p> <p>To know and use simple compass directions and use them to identify locations on a map of our school.</p>	<p>To use aerial photographs and plan perspectives to recognise the features of our school.</p> <p>To talk about and identify their route to their new classrooms using locational and directional vocabulary.</p> <p>To devise a simple map with basic symbols in a key.</p>	<ul style="list-style-type: none"> <li>• iPads</li> <li>• Blue bots</li> <li>• Compasses (Traditional hand held)</li> <li>• Aerial photograph of school</li> </ul>	<p>map, mapping, route, direction, forwards, left, right, next to, north, east, south, west, symbol, picture, compass, UK, city.</p>	<p><b>You will expect to see:</b></p> <p>Knowledge and confidence in the use of language including left, right and the four initial compass directions and applying this to directions in school.</p>	<p><b>You will expect to see:</b></p> <p>Children walking around to 'feel and see' the areas on the aerial version of our school map by touring the school.</p> <p>Visuals available to support 'left and right' turns.</p> <p>Individualised maps and compass images for reference.</p>
<p><b>Year 2</b> <i>Who is responsible for the River Tyne now?</i></p>	<p>To identify key human and physical features of the River Tyne.</p> <p>To understand the significance of our locality in the context of the River Tyne.</p> <p>To understand and discuss how and why the human and physical features of the River Tyne have changed over time.</p>	<p>To use maps and aerial photographs to recognise landmarks on the River Tyne.</p> <p>To correctly use basic geographical vocabulary to refer to key human features and physical features in the context of the River Tyne</p>	<ul style="list-style-type: none"> <li>• Trip to the coast (Links to history and geography.) *ensure you use this trip to identify key features of our river leading to the coastline photographing the river, port, harbour, piers.</li> </ul>	<p>River Tyne, North sea, Mouth of the river, Tynemouth, Pier, Lighthouse, Harbour, Port, beach, ship, merchant, factory cruise, ferry, industry.</p>	<p><b>You will expect to see:</b></p> <p>A link to learning in history, by answering a question such as: Has the River Tyne always been important? How has the River Tyne changed over time?</p> <p>Children making links to history topic – thinking about how the river</p>	<p><b>You will expect to see:</b></p> <p>Sentence starters/ missing words in sentences to answer the question 'Why is the river important?'</p> <p>Images to aid memory of facts.</p> <p>Word banks to support with human and physical features.</p>

					has always been important to humans and animals.	
Year 2 Where is my new school?	<p>To know simple compass directions.</p> <p>To use simple compass points to form directions.</p> <p>To understand and devise a simple map.</p>	<p>To use locational and directional language to describe the location of features in our local area.</p> <p>To devise routes and create directions to their new school using a map.</p> <p>To use simple fieldwork and observational skills to study the geography of our local area.</p>	<ul style="list-style-type: none"> <li>Local fieldwork on the journey to the junior school.</li> <li>Compasses (digital and traditional)</li> </ul>	<p>map, mapping, route, direction, street, left, right, turn north, east, , south, west, northeast, southeast, southwest, north west,</p>	<p><b>You will expect to see:</b></p> <p>Some children able to say directions for other places in an around the immediate locality e.g. can you give directions to other streets around/near the junior school or even their own house.</p> <p>Some children may link the direction of travel to other streets on the map e.g. if you turn left on Galsworthy road and we travel east then a left turn onto Gaskell Avenue that will also be east because the streets are facing the same direction.</p>	<p><b>You will expect to see:</b></p> <p>Compass directions clearly identified using the compass app.</p> <p>Visual directional prompts e.g. left, right available for reference.</p>