

Dobcroft Nursery Infant School – Becoming a Geographer Progression Document

	EYFS	Year 1	Year 2
Location knowledge	<ul style="list-style-type: none"> I know I live in Millhouses and that I attend Dobcroft Nursery Infant School. I am beginning to learn my address. I am beginning to learn Millhouses is a suburb and Sheffield is a city. I understand the world is made up of land and ocean I know there are different countries around the world and can talk about their experiences. I can say where different animals live in the world and identify this on a world map. I can identify a map, a globe and an atlas and begin to know what they are used for. 	<ul style="list-style-type: none"> I can name the country, city and suburb I live in. I can explain that Sheffield is a city and name and explain the features in Sheffield compared to Millhouses which is a suburb. I can name four countries in the UK and locate them on a map I can begin to name the capital cities in the UK I can identify the flags of the four countries in the UK. I can identify different features in the UK. I can begin to name the seven continents of the world and locate them on a map. I can begin to name and locate the five oceans on a map. I can begin to name the bodies of water around the UK and locate them on a map. I can use a map, globe and atlas to locate places. 	<ul style="list-style-type: none"> I can locate the capital cities in the UK (revisit) on a map. I can name four countries in the UK and locate them on map and name the surrounding bodies of water (revisit). I can name and locate the seven continents on a map (revisit). I can name and locate the five oceans on a map (revisit). I can locate the continent we live in and describe some of the key features. I can use a map, globe, atlas, aerial view and Google Earth to locate places. I can explain the difference between a map, globe, atlas and an aerial view.
Vocabulary	Location, United Kingdom, Millhouses Map, Globe, World, Environment, People, Places	Location, United Kingdom, Millhouses, Capital City, Northern Ireland, Belfast England, London, Scotland, Edinburgh, Wales Cardiff, Flag, Landmarks , Map, Globe, world Continents: Europe, Africa, Asia, Oceania, North America, South America, Antarctica Oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean	Location, United Kingdom, Millhouses, capital City, Northern Ireland, Belfast England, London, Scotland, Edinburgh, Wales Cardiff, Flag, Landmarks, Map, Globe, world Sea: North Sea English Channel Irish Sea North Atlantic Ocean Continents: Europe Africa Asia Australasia North America South America Antarctica

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Place knowledge	<ul style="list-style-type: none"> I can identify different buildings in Millhouses – church / school / library /shops/Park and recognise similarities and differences. I am beginning to name some human features in Millhouses. I can say how Millhouses is different thinking about the types of houses e.g. house / flat /farm/ bungalow/semi-detached/detached I am beginning to recognise some environments that are different to where I live and compare them e.g. arctic desert jungle, ocean. I can explore and compare how England is similar and different to other countries e.g England and China – Chinese new year, bears Asia, arctic, Christmas around the world. 	<ul style="list-style-type: none"> I can say which features of a location (Millhouses and Sheffield) are physical and which are human. I understand the differences between a city (Sheffield) and the seaside and use key words to talk about them. I can use a map/atlas and globe to locate Millhouses /Sheffield/ UK / 7 continents / 5 oceans I can talk about places and compare them saying how they are similar and different 	<ul style="list-style-type: none"> I can say which features of a location (Sheffield and the UK) are physical and which are human. I can compare an area (city) of the United Kingdom (Sheffield) with a contrasting non – European city (Estreli). I can ask Geographical questions e.g. What is it like to live in Estreli? How is this place different to the UK? What is their culture and traditions? How is their lifestyle different to ours? What is it like to live in Estreli? And answer them using pictures/ videos/ Google Earth
Vocabulary	Address, House, Street, Town, City, Country, Millhouses, Suburb, Map, Environment	Similarities, Differences, Capital city, City, Town, Suburb, Country, , Environment, Rural, continent, urban, seaside, coastal, beach, cliff, coast, harbour, sea, ocean, port.	Contrasting, Similarities, Differences, City, Town, Suburb, Country, Locality, Environment, Rural, Urban, Past, Present, Culture, Changes, Compare

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Communicating geographically	<ul style="list-style-type: none"> Begin to understand what a question is. Observe changes in seasons through fieldwork undertaken in our school and local woods. 	<ul style="list-style-type: none"> Ask and respond to simple geographical questions. Observe and collect information and data from field work, specifically a weather station. Begin to build an understanding that geographers study the world around them. Communicate geographical information by reading simple aerial photographs. 	<ul style="list-style-type: none"> Ask and respond to geographical questions. Observe and collect information and data from field work, photos and aerial images, diagrams, globes, atlases and simple maps. Understand that geographers learn about the world by observing and collecting data and information. Express their own view about the places and environments studied. Communicate geographical information by reading simple maps, labelled diagrams, age appropriate graphs and through writing using appropriate geographical vocabulary.

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Human and Physical Geography	<ul style="list-style-type: none"> I can describe the weather using a weather chart I can talk about weather across the 4 seasons e.g. temperature in winter compared to summer I am beginning to talk about the clothes I would wear in different seasons. I can use the school grounds and the woods to identify seasonal changes I am beginning to talk about parts of the world (including hot and cold countries) 	<ul style="list-style-type: none"> I can explain how the weather changes throughout the year in the UK. I can record on a simple weather chart and ask/answer simple questions about the weather I can identify some physical and human features in Millhouses and Sheffield. I can describe the similarities and differences between the features of the two localities. (Sheffield and seaside) making comparisons to where we live I am beginning to locate hot and cold countries around the world in relation to the equator and North and south poles 	<ul style="list-style-type: none"> I can explain what human and physical features are I can identify physical and human features in Millhouses and Sheffield. I can describe human and physical features of Sheffield and the UK using correct terminology I can compare and contrast the human and physical geography of the UK and Esteli making comparisons to where we live including weather patterns and ways of living. I can locate hot and cold countries around the world in relation to the equator and North and south poles (revisit)
Vocabulary	Weather, cloudy, sunny, frosty, icy, foggy, weather forecast, rain, thunder, seasonal changes	Weather, patterns, cloudy, sunny, frosty, icy, foggy, weather forecast, rain, thunder, seasonal changes, seasons, spring, summer, autumn, winter Arctic, Antarctica, North Pole, South Pole, Polar Regions, Similarities, Differences, Equator , North Pole, South Pole.	Weather, climate, patterns, cloudy, sunny, frosty, icy, foggy, weather forecast, rain, thunder, forest, hill, mountain, river, soil, valley, vegetation , season and weather city, town, suburb, factory, farm, house, office, port, harbour and shop. Similarities, Differences

	EYFS	Year 1	Year 2
Sustainability	<ul style="list-style-type: none"> I can begin to talk about ways to look after the environment and school grounds. 	<ul style="list-style-type: none"> I can begin to talk about sustainability and why it is important. I can discuss how the oceans/seas are important to human life. I can name some ways in which we can look after our seas/oceans Begin to have an awareness that our actions have an impact on the natural world around us 	<ul style="list-style-type: none"> I have a growing understanding of what sustainability is and why it is important. I can explain how the environment is changing around us (climate change) I can discuss some ways in which we can sustain, protect and preserve the environment I have a developing awareness that our actions have an impact on the natural world around us
Vocabulary	Environment	Environment, sustainability, protect	Environment, sustainability, protect, climate change, sustain, preserve

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Geographical Skills and Fieldwork	<ul style="list-style-type: none"> I can use a simple street map to identify human features by looking at symbols e.g church, school, library, doctors I can draw a simple map e.g school grounds, journeys with support I can use a map of the school to orienteer around the school grounds with support I can describe the position of features in the environment and school ground using terms such as behind, next to I can ask and answer simple geographical questions relating to holidays, places where family members live and the local area, e.g. Where have you been on holiday? What countries have you visited? 	<ul style="list-style-type: none"> I can locate Millhouses on a map of Sheffield I can use aerial view photographs to identify features of the school grounds. I can label an aerial photograph of the school grounds and local area; and begin to use and construct basic symbols in a key. I can observe and record the features around the school and local area (Millhouses). I can use compass directions (North, South, East and West) locational and directional language forwards, backwards, left and right to describe the location of features in the school grounds. 	<ul style="list-style-type: none"> I can use maps and aerial photographs to recognise and label landmarks and basic human and physical features in Millhouses and Sheffield. I can use simple compass directions, (North, South, East and West) locational and directional language to describe the location of features and routes on a map in the local area. I can make a map of my school grounds including the main physical and human features. I can devise a key and add symbols to my map and use this to give direction. I can plan and follow a route using a map.
Vocabulary	<p>Millhouses, United Kingdom, Map, globe</p> <p>Google Earth, World, Forwards, backwards, left and right</p> <p>Shops, church, pub, café, library, roads, road signs, zebra crossing, park, symbols, natural, manmade, grass, playground, field, garden, trees</p>	<p>Human features: city, town, shop, suburb, factory, farm, house, library, church, pub, office.</p> <p>Physical features: forest, field, hill, mountain, river, soil, valley, vegetation, season, weather</p> <p>Google Earth Fieldwork, Observe, Measure Local area, Map, Key, Features, Bird's eye view, Routes, Compass Directions, North, South, East and West, forwards, backwards, left and right</p>	<p>Human features: city, town, suburb, factory, farm, house, library, church, pub office, port, harbour and shop.</p> <p>Physical features: beach, cliff, coast, forest, field, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Google Earth Fieldwork, Observe, Measure Local area, Map, Key, Features, Routes, Aerial photographs, Landmarks,</p>

Bold vocabulary is new vocabulary for that year group