

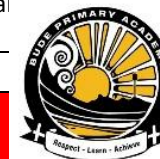
## Bude Primary Academy – Infant School Progression Map - Knowledge and Skills

### Intent




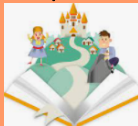


In Geography, we inspire pupils with a curiosity and fascination about the world and its people. Pupils will gain knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We intend to develop children's competency in the geographical skills through the use of fieldwork, maps, diagrams, globes and aerial photographs.

During their time and Bude Primary infants our pupils will learn:

- **Locational knowledge** - name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- **Place knowledge** - 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.
- **Human and physical geography** 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: 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.
- **Geographical skills and fieldwork:** 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 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 - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical surrounding environment




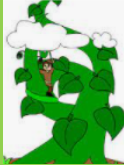




### Subject – Geography - Autumn

	EYFS (People and Communities)		Year 1		Year 2	
Topic	Who am I? 	Where are we going? 	Marvellous Me 	Once upon a time 	Wild Explorers 	Fire and Plague 
Context	My Home	Different countries	Where I live	Maps	Habitats around the world	
	Observation and data collection of local weather and changes throughout the seasons done across the year					
Knowledge and Skills	Children will explore different places and their cultures through books, experiences and role play. They will explore similarities and differences in	Children will explore different places and their cultures through books, experiences and role play. They will explore similarities and differences in	To know that we live in the UK and to know what the UK looks like on a map	To understand what a bird's eye view is.  To know what an aerial photograph is	To revisit their knowledge of the 5 continents and know that there is a range of range of habitats within them	







	<p>cultures, including their festivals and special places.</p> <p>They will notice similarities and differences between different environments – by studying the natural world around them throughout the seasons.</p> <p>They will know that maps give us information about places.</p>	<p>cultures, including their festivals and special places.</p> <p>They will notice similarities and differences between different environments – by studying the natural world around them throughout the seasons.</p> <p>They will know that maps give us information about places.</p>	<p>To know that we live in England and see where that is on a map of the UK</p> <p>To know that we live in Cornwall and to see where that is on a map</p> <p>To know that we live in Bude and see where that is on a map</p>	<p>To know what a map is and how it gives information about a place – using symbols to show where things are.</p> <p>To know the basis features of a simple map.</p> <p>To know what the terms North , South East and West mean</p> <p>To know some simple geographical terminology (near far , left right) to describe locations on a map</p> <p>To know what the terms' observation skills' and 'simple fieldwork' mean and to be shown practical examples of this</p>	<p>To know that an atlas/map can be used to locate these habitats</p> <p>To know what the term climate is</p> <p>To know what the equator is and how this relates to climate (hot and cold countries)</p> <p>To know some ways man has impacted negatively on the natural world</p>	
Skills	<p>Children will read and design a simple map and describe special places. To compare cultures and different celebrations. To describe their immediate environment from observations, stories or role play and maps.</p>	<p>Children will explain differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>To describe the effect of the seasons on their natural environment and make observations.</p>	<p>To find the UK on an Atlas</p> <p>To find England on a map of the UK</p> <p>To Find Cornwall on a Map of UK</p> <p>To find Bude on a Map of UK</p>	<p>To be able to draw a 'birds eye view' of a simple 3d object or objects</p> <p>To be able to use aerial photographs of our school to identify different locations</p> <p>To be able to read a very simple map of our school and of Bude and understand some symbols and use language such as near far , left, right, north south east and west to describe where places are .</p> <p>To be able to draw our map of our 3d storyland and include some symbols</p>	<p>To use their knowledge of the continents and climates to identify the geographical location of a range of habitats using atlases and maps</p> <p>To suggest ways in which we can help look after the natural world,</p>	

### Subject – Geography - Spring

	EYFS (Understanding of the World)		Year 1		Year 2	
Topic	<p>What's in the egg?</p> 	<p>What's growing in the garden?</p> 	<p>Home sweet home</p> 	<p>Plants</p> 	<p>Islands</p> 	<p>Changes</p> 
	Where did you find that egg?	Exploring our local environment	Our local Area	Where our fruit and vegetables come from	Contrasting two locations Human and Physical Features	

	Observation and data collection of local weather and changes throughout the seasons done across the year					
Knowledge	<p>Children will explore different places and their cultures through books, experiences and role play. They will explore similarities and differences in cultures, including their festivals and special places.</p> <p>They will notice similarities and differences between different environments – by studying the natural world around them throughout the seasons.</p> <p>They will know that maps give us information about places.</p>	<p>Children will explore different places and their cultures through books, experiences and role play. They will explore similarities and differences in cultures, including their festivals and special places.</p> <p>They will notice similarities and differences between different environments – by studying the natural world around them throughout the seasons.</p> <p>They will know that maps give us information about places.</p>	<p>To know the difference between natural and man made</p> <p>To know that some geographical features are natural and some are man made</p> <p>.</p> <p>.</p>	<p>To know what a continent is</p> <p>To understand the difference between a continent and a country</p> <p>To know that there are 7 continents</p> <p>To know the names of the 7 continents</p> <p>To know that the UK is in Europe</p> <p>To know what an ocean is</p> <p>To know that there are 5 oceans and to know their names</p>	<p>Consolidate their previous Y1 Learning on the compass points North, South, East and West</p> <p>To know more geographical vocabulary to refer to:</p> <p><b>key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>To know that maps show both human and physical</p> <p>To consolidate their Y1 learning on Maps and aerial photographs –</p> <p>To know the geographical similarities and differences in the human and physical geography between the Island of Coll (Katie Morag's Struay) and the Bahama's</p> <p>To revisit their previous learning on climate</p> <p>.</p>	
Skills	<p>To read and design a simple map and describe special places. To compare cultures and different celebrations. To describe their immediate environment from observations, stories or role play and maps.</p> <p>To explain differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>To describe the effect of the seasons on their natural environment.</p>	<p>To read and design a simple map and describe special places. To compare cultures and different celebrations. To describe their immediate environment from observations, stories or role play and maps.</p> <p>To explain differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>To describe the effect of the seasons on their natural environment.</p>	<p>To use use simple fieldwork and observational skills to identify key physical features and key human features both in the school in in Bude.</p>	<p>To explain what a continent is</p> <p>To identify the 5 continents on an Atlas and name them</p> <p>To explain what an ocean</p> <p>To identify the 5 continents on an Atlas and name them</p> <p>To identify which countries different food comes from and what continent that country is in and what oceans it had to cross to get here.</p>	<p>To use the terms North, South, East and west when identifying the location of places and features on a map</p> <p>To identify the different human and physical features on a map using appropriate geographical vocabulary</p> <p>To draw their own maps which include a range of physical and human features</p> <p>To use their knowledge of human and physical geography, climate and how to read maps and aerial photographs to identify similarities and differences between Coll and The Bahama's</p>	

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Subject – Geography - Summer						
	EYFS (Understanding of the World)	Year 1			Year 2	
Topic	<b>What's that munching?</b> 	<b>What's in the sea?</b> 	<b>Fearsome creatures</b> 	<b>Coasts and Capitals</b> 	<b>Oh I do like to be beside the seaside!</b> 	<b>Plants and food</b> 
Context	Where did we find those minibeasts?	The sea and how we look after it	Animals around the world	The Queen The UK, its capital cities and its surrounding seas		Where does our food come from and why does it grow there?
	Observation and data collection of local weather and changes throughout the seasons done across the year					
Knowledge	Children will explore different places and their cultures through books, experiences and role play. They will explore similarities and differences in cultures, including their festivals and special places. They will notice similarities and differences between different environments – by studying the natural world around them throughout the seasons.	Children will explore different places and their cultures through books, experiences and role play. They will explore similarities and differences in cultures, including their festivals and special places. They will notice similarities and differences between different environments – by studying the natural world around them throughout the seasons. They will know that maps give us information about places.	To consolidate previous learning on continents and oceans by knowing which continents the animals we saw on our zoo and aquarium visit are found in the wild	To consolidate previous learning on what they UK looks like on a map, where England, Cornwall and Bude are on a map  To know the names and locations of the 4 countries that make up the UK  To know the names and locations of the surrounding seas of the UK  To know the names of the Capital cities of England, Northern Ireland, Scotland and Wales		To consolidate previous learning on the 7 continents and 5 Oceans  To consolidate previous learning on climate and the equator  To look at all the data they have collected over the year in terms of seasons and weather

	<i>They will know that maps give us information about places.</i>			<i>To know the difference between a town and a city</i>  <i>To know that Bude is a town, and that London is a city</i>  <i>To revisit their prior learning on maps, aerial photos and both human and physical geography</i>		To revisit previous learning about hot and cold countries and the equator  To know what a temperate climate is  To know that a weather pattern is
<b>Skills</b>	<i>To read and design a simple map and describe special places. To compare cultures and different celebrations. To describe their immediate environment from observations, stories or role play and maps. To explain differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. To describe the effect of the seasons on their natural environment.</i>	<i>To read and design a simple map and describe special places. To compare cultures and different celebrations. To describe their immediate environment from observations, stories or role play and maps. To explain differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. To describe the effect of the seasons on their natural environment.</i>	<i>To identify on an Atlas on which continents/ oceans these animals can be find in the wild</i>	<i>To name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</i>  <i>To name the surrounding seas of the UK</i>  <i>To identify key human and natural geographical features on maps of both London and Bude</i>		To use their knowledge of the needs of a variety of foods to predict the climate type of the continents and countries that they grow in  To use their knowledge of the UK weather patterns to explain why some food will and won't grow here.

### IMPACT – End Points

<b>Impact</b>	<p>In Reception, children will be able to talk about the home and the town where they live. They will know that places will be similar and different and will be able to make simple comparisons. Through our Geography assemblies, children will develop knowledge of the wider world and will have a good base level knowledge to be more than ready for Key Stage 1.</p>	<p>In Year 1, children will begin to develop a sense of place and scale – from their home town to places further from home and be able to make comparisons between environments and climates. children will be able to identify physical and human features in the environment. They will be able to name the 5 oceans and 7 continents of the world and locate them on a map/globe, as well as the Equator and the Poles. They will be able to identify simple features on a map or aerial photo. They will use geographical/positional language as well as compass points to give directions. Children will be able to do some simple fieldwork tasks to solve geographical questions in the local environment.</p>	<p>In Year 2, children will build upon their knowledge of world and UK geography, from oceans to continents and climates/weather patterns. They will do detailed case studies of a Non-European country and countries of the UK – and will be able to make comparisons of physical and human features. They will know some methods of conservation. They will use geographical vocab (including positional language) to describe location or directions, as well as using aerial photos and maps to find information about a place. Children will use lots of skills and knowledge to conduct fieldwork where they will explore both physical/human/natural/man-made features of the local environment.</p>
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