



Geography Progression Grid

Concept	Nursery	Reception	Y1	Y2
Place	<ul style="list-style-type: none"> Explore the natural world around them. Explore different familiar settings, such as, the beach, the park, woodland and a farm through texts and photos. Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> Explore the natural world around them and ask questions. Compare similarities and differences between familiar settings, such as, the beach, the park, woodland and a farm through texts and photos. Understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> Use basic geographical vocabulary when describing a place. For example, city, town, village, factory, farm, house and shop. Talk about similarities and differences between different places. E.g. How is the countryside different to a city? Recognise that people affect the local environment, e.g. Litter. Name ways that this can be changed. 	<ul style="list-style-type: none"> Use geographical vocabulary when describing a place. For example, city, town, village, factory, farm, house and shop, countryside, city, rural and urban. Compare and contrast between different places. E.g. How is the countryside different to a city? Describe ways the climate is changing and the impact this has on the world.
Environment	<ul style="list-style-type: none"> Seasonal walks and walks within the school environment, and explore the features within the school setting. Use all their senses in hands-on exploration of natural materials. Explore different familiar settings, such as, the beach, the park, woodland and a farm through texts and photos. Know there are different environments and countries in the world. To be able to say what the weather is. 	<ul style="list-style-type: none"> Seasonal walks and walks within the school environment and local area, and explore different features. To know what their senses are and use them to explore natural materials. Identify key features of Stocksbridge or Sheffield. For example, a shop, a road, a stream. Recognise some environments that are different to the one in which they live. For example, know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> To know the difference between human and physical features. Go on a walk around the school grounds and into the local area to identify different human and physical features. Identify seasonal and daily weather patterns in the United Kingdom. Begin to describe features of hot and cold environments. Compare and contrast the human and physical features of a British locality with a non-European locality. E.g. England with Africa. Begin to use fieldwork to observe, measure and record the human 	<ul style="list-style-type: none"> To describe a feature in a rural or an urban place and say whether it is human or physical feature. Go into the wider community to identify the human and physical features, e.g. into Sheffield. Identify hot and cold areas of the world in relation to the Equator and the North and South poles. Describe features of hot and cold environments. Compare and contrast the human and physical features of a British locality with a non-European locality. E.g. Stocksbridge with a rural village in Kenya. Talk about the culture in both environments.



		<ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons. 	<p>and physical features in the local area using a range of methods, including sketch maps.</p>	<ul style="list-style-type: none"> Use fieldwork to observe, measure and record the human and physical features in the local area and the wider community using a range of methods, including sketch maps.
Space	<ul style="list-style-type: none"> Know that they are in a Nursery within a school near to their house. Begin to describe a familiar route. For example, say what things they saw on their way to school. 	<ul style="list-style-type: none"> Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. For example, say what things they saw on their way to school. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Recognise similarities and differences in the immediate environment. For example, differences between school and home. 	<ul style="list-style-type: none"> Describe where they live. For example, say what country they live in. Identify which country they live in and locate it on a map. Use locational and directional language to describe the location of features and routes on a map. E.g. near and far; left and right. Describe a familiar route. For example, say what landmarks they pass on their way to school. 	<ul style="list-style-type: none"> Explain where they live (including town, city, country) and say what their address is. Identify which country and city they live in and locate them on a map. Use directional language as well as starting to use the four compass points (NSEW) to describe the location of features and routes on a map.
Enquiry	<ul style="list-style-type: none"> Model observational and investigational skills. Ask out loud: “I wonder if...?” Talk about what they see, using increasing vocabulary. Know there are different environments and countries in the world. 	<ul style="list-style-type: none"> To comment and ask questions about aspects of their familiar world. Explain some similarities and differences between life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Understand what a map is. Look at different types of maps – 	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Investigate their surroundings by spotting human and physical features. Use maps, atlases and globes to identify the United Kingdom, its countries, and surrounding seas. 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions. Where is it? What’s it like? Make comparisons between features of different places. Use simple fieldwork and observational skills to study the key human and physical features of their surrounding environment.



		<p>possibly related to stories and imaginary places.</p> <ul style="list-style-type: none">• Draw information from a simple map.	<ul style="list-style-type: none">• Name the capital cities of England, Scotland, Wales and Northern Ireland.• Begin to understand simple symbols on a map, and use them when drawing a simple map.	<ul style="list-style-type: none">• Use maps, atlases and globes to name and locate the seven continents of the world.• Use maps, atlases and globes to name and locate the five oceans.• Begin to use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
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