

**Nursery to Year 1 Subject Progression**

**EYFS Topic Links: *Once Upon a Time; A Land before Time; A Ticket to Ride; Amazing Africa; Antarctica***

	2- 3 Year Olds	3-4 Year Olds	Reception	Early Learning Goal	Year 1 National Curriculum	Key stage 1 National Curriculum
	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities	People, Culture and Communities		
<b>Geography</b>	Children at the expected level will be able to:	Children at the expected level will be able to:	Children at the expected level will be able to:	Children at the expected level of development will be able to: <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i> <i>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.</i>	Children at the expected level will be able to:  <b>Location Knowledge</b> -I know what a continent is. -I can name, locate and identify the countries and capitals of the UK. -I can recognise features in my school and local environment. - I can ask and answer simple geographical questions.  <b>Place Knowledge</b> -I can locate places, countries and continents on a map -I can use appropriate vocabulary to describe where places are. -I can begin to compare places.  <b>Human and Physical Geography</b> -I can identify the human and physical features within the local area. -I can identify the human and physical features of another place in the world and make comparisons.	The national curriculum for geography aims to ensure that all pupils: • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • are competent in the geographical skills needed to: - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) - communicate geographical information in a variety of ways,
<b>Homes</b>	<b>Homes</b> -I know what type of home live in e.g. house, bungalow, flat.	<b>Homes</b> -I can explain key features of my home and the homes of others. -I know that different countries have different homes.	<b>Homes</b> -I can compare different types of homes in my own country.	<b>Homes</b> -I can compare different types of homes in other countries. -I can describe some similarities and differences between life in this country and life in other countries.		
<b>Features of Places</b>	<b>Features of places</b> I can name and talk about familiar features that I see in my own environment (home/school) house, tree, road, garage, shed, classroom.	<b>Features of places</b> -I can talk about local places and environments e.g. the church, named shops, their street, post office, the park, the library. -I can notice that some places and environments	<b>Features of places</b> -I can use photos, maps, books, my own experiences in order to compare different places and environments across the UK.	<b>Features of places</b> -I can use photos, maps, books and my own experiences in order to compare different places and environments across the world.		

		are different to the place where I live. I can identify similarities and differences e.g. comparing Biddulph Moor to Hanley.		-I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -I can describe some similarities and differences between life in this country and life in other countries.	<b>Geographical Skills and Fieldwork</b> -I can use plans, maps, globes, atlases and aerial images to recognise some features and places of their locality and the wider world. – I can identify NSEW. - I can make observations of the local and wider area.	including through maps, numerical and quantitative skills and writing at length.  <b>Key Stage 1 Attainment targets:</b> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: <b>Locational knowledge</b> • 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 <b>Place knowledge</b> • 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 <b>Human and physical geography</b> • 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:
<b>Using maps and following directions</b>	<b>Using maps and following directions</b> -I can identify and name a simple map. -I know that a map has places/features on and what it is used for. -I can follow some positional language such as near, next to, in front of.	<b>Using maps and following directions</b> -I know that the pictures and symbols on a map tells us about the features and places there are. -I can identify trees, rivers and mountains. -I know that directions can be followed and lead to different places. -I know that directions can be verbal, pictorial or written.	<b>Using maps and following directions</b> -I can make a treasure map with X marking the treasure spot. -I know that pictures, symbols and words on a map represent objects that usually do not move. -I can follow simple directions, up, down, left, right, forwards, backwards. -I can follow directions using a small toy. -I can direct my friend from point A to B using positional language. -I can draw and create my own maps using real objects and/or pictures and symbols. -I can talk about a range of real maps, electronic globes and maps of the classroom/school/village / park and story maps. -I can explore google earth (our school).	<b>Using maps and following directions</b> -I can find the UK on a simple map. -I can find the land and sea on a map. -I can follow a simple map of a familiar place, finding and naming features. -I can locate items on a map.		

<p><b>Naming places</b></p>	<p><b>Naming places</b> -I can talk about my home, e.g. what it looks like, and its name, number or position.</p>	<p><b>Naming places</b> -I can talk about and name the places where I live, Biddulph Moor or Biddulph. -I know that more than one home/house is in a village or town. -I can tell you about another country in the world and what it is like there.</p>	<p><b>Naming places</b> -I am beginning to recall my address such as the name or number, the road/street and the village/town. -I can identify and name the country that I live in. -I show an understanding that not all countries in the world are the same. -I begin to talk about the differences. -I can tell you about a place in the world that I would like to go to and why.</p>	<p><b>Naming places</b> -I can talk about the countries that make up the UK.</p>		<ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>
<p><b>Human Geography</b></p>	<p><b>Human Geography</b> -I can talk about what daily life is like in our country.</p>	<p><b>Human Geography</b> -I can talk about how daily life may be different for other children.</p>	<p><b>Human Geography</b> -I can make comparisons between daily life for children in different countries.</p>	<p><b>Human Geography</b> -I can compare daily life in the UK with a contrasting country.</p>		