

EYFS Framework/ National Curriculum			
Pillar of Learning Locational: Knowledge			
	Early Years	Year 1	Year 2
<b>Substantive knowledge</b>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Know that some children in different countries have similar/different lives to me. E.g. how they travel to school, what they eat, where they live.</p>	<p>Name, and identify characteristics of the four countries and capital cities that make up the UK and locate them on a map.</p> <p>Name the three main seas that surround the UK.</p> <p>Know that they live in Milton Keynes and this is in England.</p>	<p>Name and locate the seven continents of the world.</p> <p>To know that the United Kingdom is part of Europe.</p> <p>Locate where they live on a map.</p> <p>Know that the equator is the hottest part of the world.</p> <p>Know the majority (71%) of the world's surface is covered by water.</p>
<b>Disciplinary knowledge</b>	<p>Find out about the environment by talking to people, examining photographs, simple maps and visiting local places</p> <p>Record findings by, e.g. drawing, writing, making a model or photographing</p> <p>Share stories and experiences about different countries in the world and those they may have visited.</p> <p>Look at photographs of different countries and talk about differences.</p> <p>Talk about what it is like where they live – What they can see, hear.</p>	<p>Use Maps and atlas to locate the four countries of the United Kingdom and capital cities.</p> <p>Discuss places they have visited or been on holiday too in the UK.</p> <p>Look at photographs and videos of places in the UK to help identify characteristics of each country.</p> <p>Think like a geographer – Which country in the UK is the largest? Where would you find the Giant Causeway? Why are farms where they are?</p> <p>Use non-fiction books and secondary sources.</p> <p>Talk about what it feels like to be in different locations.</p>	<p>Use maps, atlases, globes to locate the world's continents and Oceans.</p> <p>Use the 4 compass points to say where the continents are in relation to one another.</p> <p>Use photographs and non-fiction books to learn about each continent.</p> <p>Find out about how the weather is different in each continent and how the distance from the equator affects weather.</p> <p>Make comparisons between different continents and oceans (Animals, temperature, clothing, jobs, houses)</p> <p>Express views about the environment and begin to suggest improvements with reasoning.</p> <p>Use aerial photographs and relate these to maps (Google maps, satellite images)</p>
<b>Vocabulary</b>	<p>Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, map, near, far, hot, cold.</p>	<p>Weather, spring, summer, autumn, winter, sun, rain, clouds, lightening, snow, wind, rainbow, fog, symbol, picture, temperature, precipitation, rain gauge, thermometer, weather presenter, meteorologists, satellites, equipment, data, record, compass, North, South, East, West, direction, United Kingdom, UK, countries, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, Atlantic Ocean, Irish Sea, English Channel, Celtic Sea, map, atlas, globe, compare, similar, different, sun, more, less, patterns, hottest, coldest, driest, wettest.</p>	<p>United Kingdom, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, ocean, continent, Arctic, Indian, Pacific, Atlantic, Southern, Africa, Antarctica, Asia, Australia, Europe, North America, South America, North, South, East, West, equator, climate.</p>
Pillar of Learning Place knowledge and understanding			
	Early Years	Year 1	Year 2
<b>Substantive knowledge</b>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. (Milton Keynes).</p> <p>Geographical similarities and difference to focus on are:</p> <ul style="list-style-type: none"> <li>Recognise housing types and where they are located.</li> <li>Recognise different buildings and what they are used for e.g. shops, schools, offices and any significant landmarks.</li> <li>Identify if there is a beach, coastline, hills, mountains, lakes and fields.</li> </ul> <p>Identify what the weather is like in the area.</p> <p>Know that towns and country sides have similar and different geographical features.</p>	<p>Understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country (Rio de Janeiro).</p> <p>Geographical similarities and difference to focus on are:</p> <ul style="list-style-type: none"> <li>Recognise housing types and where they are located.</li> <li>Recognise different buildings and what they are used for e.g. shops, schools, offices and any significant landmarks.</li> <li>Identify if there is a beach, coastline, hills, mountains, lakes and fields.</li> </ul> <p>Identify what the weather is like in the area.</p>
<b>Disciplinary knowledge</b>	<p>Begin to identify simple similarities and differences between their immediate environment and a contrasting place</p> <p>Comment and ask questions about aspects of their familiar world i.e. the place where they live or the natural world</p> <ul style="list-style-type: none"> <li>Show care and concern for living things and the environment</li> <li>Talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul> <p>Use stories and non-fiction texts to explore other countries.</p>	<p>Use maps, atlas, and photos to study the local area</p> <p>Observe, discuss and record the similarities and differences of the area being studied.</p> <p>Share experience of holidays in the UK or family members that live in and around the UK.</p> <p>Think like a geographer – Which month of the year has more sunlight in the UK? Use observations and discussions.</p>	<p>Use maps, atlas, globes and photos to study a contrasting non-European country.</p> <p>Use non-fiction books to further study the country.</p> <p>Share experience if country has been visited as a holiday or if family members live in that country.</p> <p>Think like a geographer – How is Rio de Janeiro similar/different to Milton Keynes?</p> <p>Find different types of land-use in the area.</p>

# GEOGRAPHY Curriculum Progression at Merebrook Infant School

	Talk about the route they take to school and what they see.		Know if a place is a village, town or city.
<b>Vocabulary</b>	near, far, country, home, place, space, same, different, shop, church, road, street, lake, houses,	Seasons, spring, summer, winter, autumn, weather, cold, hot, warm, rain, wind, sun, snow, often, rarely, landmarks, school, home, shops, restaurant, beach, town centre, hospital, place of worship, park, compare, near, far, classroom, map, birds eye view, symbol, route, up, down, left, right, behind, in front of, city centre, Furzton, Emerson Valley, lake, Caldecotte Lake, Willen Lake, terrace, semi-detached, flats, bungalow, hills, fields, concrete cow, Greg Ruthford statue, MK dons Stadium, train station, Campbell park, Ski dome, shopping centre, market.	harbour, shop, similarities, differences, map, population, climate beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal weather, city, town, village, factory, farm, house, office, port, Brazil, rainforest, South America, Christ the Redeemer, Carnival, landmark, land-use, town, village, city, settlement
<b>Pillar of Learning :Environmental, physical and Human geography</b>			
	<b>Early Years</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Substantive knowledge</b>	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Identify seasonal and daily weather patterns in the United Kingdom.  Use basic geographical vocabulary to refer to: <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>	Identifying seasonal and daily weather patterns in the United Kingdom  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
<b>Disciplinary knowledge</b>	<ul style="list-style-type: none"> <li>Demonstrate an awareness of features of the environments in the setting and immediate local area.</li> <li>Begin to use geographical vocabulary</li> </ul> Observe, discuss Use stories and non-fiction texts Use maps	Use photographs, maps and atlas Use non-fiction books to learn more about human and physical features. Think like a geographer – How much has it rained in April? Is this the same amount of rain fall in October? Use measuring devices, observations and data collecting.	Collect data and observe seasonal and daily weather patterns. Use maps, atlas and globe to locate the equator, North and South poles. Use the 4 compass directions to say where the 7 continents are in relation to the equator and North and South Poles and how this affects the climate and weather.
<b>Vocabulary</b>	Near, far, school, field, park, lake, natural, man-made, symbol	Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop	Equator, North pole, South pole, tropical, humid, hot, cold, near, far, coast, village, town, city,
<b>Pillar of Learning Geographical skill and fieldwork</b>			
	<b>Early Years</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Substantive knowledge</b>	Draw information from a simple map - recognise different simple features of maps	Devise a simple map of classroom/school grounds.; and use and construct basic symbols in a key.  Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment  Fieldwork activity: To walk the school grounds and the local area. Pupils to stand still and close their eyes then use their senses to notice things around them. Recorded their experiences. Compare the school grounds to places in the locality. Make a class ‘sense map’  Use aerial images and plan perspectives to recognise landmarks and basic physical features.	Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.  Devise a map of the local area, with a key and compass directions.
<b>Disciplinary knowledge</b>	Use a range of sources such as simple maps, globes and photographs (including aerial)	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, Observe, collect data, analyse and describe findings. Think like a geographer why can you hear certain sounds in different locations.	Use aerial images and plan perspectives to recognise landmarks and basic physical features.
<b>Vocabulary</b>	Technology, programme, move, direction, forwards, backwards, route, tree, road, path, church, shop, school, near, far, lake, park	Use simple locational and directional language [for example, near and far; left and right], key, map, symbols, shops, school, lake, North, South, East, West	Route, North, South, East, West, near, far, symbols, key