



Statement of Intent

To inspire in the children a curiosity and fascination about the world and its people, and in doing so, develop a sense of responsibility and appreciation of people and places, valuing cultural and ethnic differences. We seek to create a life-long love of the subject, through teaching our children about diverse places and people. Through the study of natural and human environments, as well as physical and human processes, our desire is to provide our children with a sense of awe and wonder about the world they live in.

Development Matters- Children in Reception (non-statutory curriculum guidance for EYFS)	KS1 National Curriculum Subject Content
<p>Understanding of the World</p> <ul style="list-style-type: none">• Talk about what they see, using a wide vocabulary• Show an interest in different occupations• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.• Continue to develop positive attitudes about the differences between people.• Draw information from a simple map• Recognise some similarities and differences between life in this country and life in other countries• Understand the effect of changing seasons on the natural world around them• Recognise some environments that are different to the one in which they live	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">• Locational knowledge• Place knowledge• Human and physical geography• Geographical skills and fieldwork



Burbage C of E Infant School Geography Progression Ladder

Locational Knowledge		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> Children can talk about and name the place where they live, go to school, describing features of their own environment and surroundings. 	<ul style="list-style-type: none"> Children can use world maps, atlases and globes to identify the UK and its countries. Children use simple directional language to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> Children can use world maps, atlases and globes to identify the continents and oceans. Children use simple compass directions and locational language to describe the location of features and routes on a map.
Substantive Knowledge		
<ul style="list-style-type: none"> Children know where they live and that they attend school in Burbage, Leicestershire which is connected to St. Catherine's Church, UK. Children know about different occupations in their local area. 	<ul style="list-style-type: none"> Children know the names of the 4 countries & capital cities of the U.K & its surrounding seas. Children know the location and characteristics of the 4 countries and capital cities of the UK and surrounding seas. 	<ul style="list-style-type: none"> Children know the names of the seven continents and five oceans of the world. Children know the location of the world's seven continents and five oceans.
Vocabulary		
Environment, school, local, village, grounds, garden, play trail, playground, tyres, pond, wildlife garden, willow, field, forest school area, outdoor classroom, carpark	World map, atlas, globe United Kingdom, England, Scotland, Wales, Northern Ireland, village, town, city, London, Belfast, Cardiff, Edinburgh, seas, North Sea, Irish Sea, English Channel, Atlantic Ocean Directional language inc. Near, far, left, right Compass directions: North, South, East & West. Key, map, school, road, house, shop, St. Catherine's Church	World map, atlas, globe, continent, Europe, Africa, Australasia, North America, South America, Antarctica, Asia Oceans: Indian, Atlantic, Pacific, Southern, Arctic Compass directions: North, South, East, West



Burbage C of E Infant School Geography Progression Ladder

Place Knowledge		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> Children can describe features of their school environment Children can talk about similarities and differences in relation to places, between themselves and other people's communities, celebrations and traditions. Children can use a simple map Children can begin to use a globe to identify places in the world. 	<ul style="list-style-type: none"> Children can describe their local area using physical & human vocabulary. Children can describe and compare coastal region with that of their own environment. Children can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> Children can explore and make comparisons between features of places in the UK and a contrasting non-European country and identify physical and human features. Children can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Children can devise a simple map with basic symbols and a key. Children can use a world map/globe to locate India. Children can use world maps, atlases and globes to identify countries studied at this key stage. Children can use simple fieldwork and observational skills to study the geography of two contrasting places.
Substantive Knowledge		
<ul style="list-style-type: none"> Children know the festivals that are celebrated in the local area. Children know that people in other communities celebrate different festivals. 	<ul style="list-style-type: none"> Children know the human and physical geography of the small area of the UK in which they live. Children know which features characterise seaside places. Children know how to find a given place on a map. Children know how to make comparisons between where they live and places visited on holiday. 	<ul style="list-style-type: none"> Children know geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country.
Vocabulary		
China, globe, world map, house, road, farm, Burbage, Leicester	Seaside, coast, cliff, sea, ocean, beach, harbour, port, city, town, shop, house, seasons, weather	As for Year1 plus factory, farm, river, soil, vegetation, land use, tourism, physical and human features



**Burbage C of E Infant School
Geography Progression Ladder**

Human & Physical Knowledge		
Reception	Year 1	Year 2
Disciplinary Knowledge		
<ul style="list-style-type: none"> Children can talk about the changes in seasons and how the climate maybe different in another country to their own. 	<ul style="list-style-type: none"> Children can identify seasons. Children can use basic geographical vocabulary to refer to key physical and human features. 	<ul style="list-style-type: none"> Children can use a range of geographical vocabulary to refer to key physical and human features. Children can use aerial photographs to plan perspectives to recognise landmarks and recognise basic human and physical features. Children can devise a basic map and construct basic symbols in a key.
Substantive Knowledge		
<ul style="list-style-type: none"> Children know the name of each season. Children know how the seasons vary and how the day is broken into daylight and night time. Children know the difference between hot and cold climates. Children know some physical features of a contrasting environment. 	<ul style="list-style-type: none"> Children know the seasonal and daily weather patterns in the UK. Children know basic geographical vocabulary to refer to key physical and human features. 	<ul style="list-style-type: none"> Children know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Vocabulary		
Hot, cold, season (spring, summer, autumn, winter) weather, snow, ice, light, dark, Antarctica, North & South Poles	Physical- Beach, cliff, coast, hill, mountain, sea, ocean, river, soil, Seasons (spring, summer, autumn, winter) Weather wind, rain, snow, hail, sunshine, fog Human- City, town, village, factory, farm, house, office, port, harbour, shop	Physical- Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, Seasons (spring, summer, autumn, winter) Weather wind, rain, snow, hail, sunshine, fog Human- City, town, village, factory, farm, house, office, port, harbour, shop Equator, North Pole, South Pole Climate change, recycling, waste, pollution, land use