



Together We Grow

Buttsbury Infant School

Curriculum Progression Statements

At Buttsbury Infant School we pride ourselves on having an ambitious, broad and balanced curriculum. We follow the National Curriculum and ensure that there is progression throughout each subject, in all year groups. As we follow the National Curriculum, some progression is outlined in statutory documentation; where this is not explicit, we have used a range of other sources to guarantee there is appropriate challenge and variety.

This document sets out how Buttsbury Infant School's curriculum progresses in each subject.



Buttsbury Infant School Geography Skills Progression



EYFS

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| <p><u>Skills progression</u></p> | <ul style="list-style-type: none"> • Draw information from a simple map. • Describe what they can see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Understand the effect of changing seasons on the natural world around them. • Key Vocabulary – map, find, look, feel, hear, school, seasons, autumn, winter, spring, summer, world |
| <p><u>Early learning goals</u></p> | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> |

| | Year 1 | Year 2 |
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| <p>Locational Knowledge</p> | <p>Locate two of the world’s seven continents on a world map (Europe and Asia).</p> <p>Locate two of the world’s oceans (Atlantic Ocean and Pacific Ocean) on a world map.</p> | <p>Locate all the world’s seven continents on a world map.</p> <p>Locate the world’s five oceans on a world map.</p> <p>Locate the surrounding seas and oceans of the UK.</p> |

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| | <p>Locate the four countries of the United Kingdom (UK).</p> <p>Show on a map which country they live in.</p> <p>Key vocabulary: locate, country, continent, ocean, Europe, United Kingdom, map, world, atlas, directional language (near, far, next to, behind etc.)</p> | <p>Locate the capital cities of the four countries of the UK and identify characteristics (human and physical) of the capital cities.</p> <p>Show on a map the town they live in, in relation to the capital city.</p> <p>Key vocabulary: world, continent, country, ocean, sea, capital city, human, physical, feature, town, atlas, directional language (north, east, south, west)</p> |
| Place Knowledge | <p>Name some key similarities and differences between their local area and a small area of a contrasting non-European country.</p> <p>Key vocabulary: local, world, similar, different, physical feature, human feature, compare</p> | <p>Describe, and begin to explain, some key similarities and differences between their local area and a small area of a contrasting non-European country.</p> <p>Describe what physical features may occur in a hot place in comparison to a cold place.</p> <p>Key vocabulary: desert, grasslands, savannah, ice sheet, pack ice, local, world, compare, hot, cold, physical feature, human feature</p> |
| Human and Physical Geography | <p>Describe how the weather changes with each season in the UK.</p> <p>Describe the daily weather patterns in their locality.</p> <p>Confidently use the vocabulary 'season' and 'weather'.</p> <p>Recognise some human and physical features in their locality.</p> <p>Key vocabulary: weather, seasons, pattern, temperature, human, physical, feature</p> | <p>Locate the equator and North and South Poles on a world map.</p> <p>Locate some hot and cold areas of the world, in relation to the Equator and North and South Poles.</p> <p>Describe the key human and physical features of a coast using subject specific vocabulary.</p> <p>Describe and understand the differences between a city, town and village.</p> <p>Key vocabulary: locate, equator, North Pole, South Pole, climate, hot, cold, temperate, city, town, village, compare, coast, coastline, harbour, pier, cliff</p> |
| Geographical Skills and Fieldwork | <p><u>Question:</u> Ask questions about the world around them.</p> <p><u>Observe:</u> Comment on the features they see in their school and school grounds.</p> <p><u>Measure:</u> Ask and answer simple questions about the features of their school and school grounds.</p> <p><u>Record:</u> Draw some of the features they notice in their school and school grounds on a sketch map.</p> | <p><u>Question:</u> Recognise there are different ways to answer a question.</p> <p><u>Observe:</u> Discuss the human and physical features they see in the area surrounding their school and ask, or answer, simple questions about them.</p> <p><u>Measure:</u> Collect quantitative data through a small survey of the school to answer an enquiry question.</p> |

Present: Use a simple recording technique to express their feelings about a specific place and explain why they like/dislike some of its features.

Key vocabulary: questionnaire, survey, key, symbol, features, map, aerial, improve

Record: Classify features they notice into human or physical with support. Take digital photographs of geographical features in the locality. Make digital audio recordings when interviewing someone.

Present: Present data in a simple tally chart or pictogram and comment on what the data shows. Ask and answer simple questions about the data.

Key vocabulary: aerial photograph, data, collect, tally chart, survey