



# The Mead Infant & Nursery School – Geography Subject Progression Tracker

Geography is part of the Early Years ‘Understanding the World’ Curriculum area. Below is a summary of the key learning that takes place in Nursery and Reception. Geography is also present in other areas of the Early Years Curriculum, such as Mathematics, where the children explore position, familiar routes and direction.

Geography Subject Progression Tracker				
	Nursery	Reception	Year 1	Year 2
Locational knowledge	<ul style="list-style-type: none"> <li>Describe my immediate environment using knowledge from observation, discussion and stories</li> </ul>	<ul style="list-style-type: none"> <li>Describe and talk about the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries in the UK</li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and identify capital cities of the United Kingdom and its surrounding seas</li> <li>Name and locate the world’s seven continents and five oceans</li> </ul>
Place knowledge	<ul style="list-style-type: none"> <li>Talk about how there are different countries in the world and talk about the differences I have experienced or seen in photos</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some similarities and differences between different places and communities in this country, drawing on my experiences and what has been read in class                             <ul style="list-style-type: none"> <li>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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Study the human and physical geography of a small area of the UK (Stoneleigh)</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Stoneleigh), and of a small area in a contrasting non-European country</li> </ul>
Human & physical geography	<ul style="list-style-type: none"> <li>Noticing changes in the weather in the different seasons</li> </ul>	<ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical skills &amp; fieldwork objectives</p>	<ul style="list-style-type: none"> <li>Explore maps and follow directions in play</li> </ul>	<ul style="list-style-type: none"> <li>Draw simple information from a map</li> </ul>	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to study the UK</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> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to study the wider world, continents and oceans</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical skills &amp; fieldwork opportunities</p>	<ul style="list-style-type: none"> <li>Make imaginative and complex small worlds with blocks and construction kits such as a city and buildings and a park</li> <li>Wellie Wednesday – first hand exploration of the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Field Friday - moving around the school</li> <li>First hand exploration of the school grounds – with a focus on the indoor and outdoor classrooms / field</li> <li>Maps of the classroom / outdoor classroom</li> <li><b>Question: Where is the best place for a bug hotel in our school?</b></li> </ul>	<ul style="list-style-type: none"> <li>Weather - Which month is best for a school picnic? set up and record class experiments throughout the year to track weather</li> <li>School study – wider school grounds including simple maps of school</li> <li>Local area human &amp; physical geography of Stoneleigh – a walk around Stoneleigh</li> <li><b>Question: Do we need more shops in our high street?</b></li> <li>World map / enlarged map of the UK displayed in the classroom to be added to throughout the learning across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Aerial photographs – devising maps with a key</li> <li>Use of world map within their classroom to add to as they learn about different countries across the curriculum (e.g. through history)</li> <li><b>Comparison of our school and local area with the link school in Malawi – local area study &amp; fieldwork exploration – children to create their own questions about the differences through their learning</b> (create a brochure/small world for Stoneleigh and a comparative brochure/small world for Malawi)</li> </ul>