



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

Geography is part of the Early Years ‘Understanding the World’ Curriculum area. Please see separate Understanding the World Subject Progression Tracker for key objectives from the Early Years Development Matters document and the Early Learning Goals. 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 <u>See Understanding the World Progression Tracker</u>	Reception <u>See Understanding the World Progression Tracker</u>	Year 1 National Curriculum	Year 2 National Curriculum
Locational knowledge		Name the school and the area that they live in.	<p>Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. There’s Only One Me topic</p> <p>Name and locate some of the world’s seven continents and five oceans. Animals Near and Far topic – rainforests/South America To Infinity and Beyond topic - oceans</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. London topic Patron Saint’s Day lessons</p> <p>Name and locate the world’s seven continents and five oceans Come and Explore With Me topic</p>
Place knowledge	Children use their senses to explore the natural world and the world around them at school and in their local community (e.g. where they live/the roads around the school) and begin to look after their outdoor classroom.	<p>Children explore the natural world around them and describe their immediate environment.</p> <p>Children continue to explore the cultures and nationalities within their class through stories, non</p>	Children compare weather in the UK with weather in another continent Animals near and far topic – rainforests/South America	<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>



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	<p>Children develop their knowledge that there are different countries in the world through exploration of the cultures and nationalities of members of their class.</p>	<p>fiction texts and images and, where appropriate, simple maps.</p> <p>Children begin to explore some similarities and differences between life in England and life in other countries.</p> <p>Children recognise some environments that are different to the one in which they live, and know some similarities and differences between the natural world around them and contrasting environments.</p>		<p>Come and Explore With Me topic - Stoneleigh and rural Malawi (Link school in Malawi)</p>
<p>Human &amp; physical geography</p>		<p>Children understand some changes in the world around them through observations, including seasonal changes.</p>	<p><b>Identify seasonal and daily weather patterns in the United Kingdom.</b> (cross-curricular with science) <a href="#">There's Only One Me/Animals Near and Far topic</a></p> <p><b>Use basic geographical vocabulary to refer to key features of places.</b> <a href="#">Animals Near and Far topic – urban and rural features, rainforests</a></p>	<p><b>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</b> <a href="#">Come and Explore With Me topic - Arctic/Antarctica and Malawi</a></p> <p><b>Use basic geographical vocabulary to refer to:</b></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,</li> </ul>



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				<p><b>factory, farm, house, office, port, harbour and shop</b>  <a href="#">Come and Explore With Me topic</a></p>
<b>Geographical skills &amp; fieldwork</b>	<p>Through mathematics, children develop their positional language. They describe a familiar route and discuss routes and locations.</p> <p>Children talk about what they see, using wide vocabulary.  <b>Children talk about things they notice on their journey to school.</b></p>	<p>Children begin to explore simple maps.</p> <p>Children describe what they see, hear and feel whilst outside.  <b>Children talk about things they notice on a short journey around the local community.</b></p>	<p><b>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as some of the countries, continents and oceans studied at this key stage.</b>  <a href="#">Only One Me and Animals Near and Far topics – UK, continents To Infinity and Beyond topic - oceans</a></p> <p><b>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right].</b>  <a href="#">Up Up and Away topic</a></p> <p><b>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</b>  <a href="#">Up Up and Away topic</a></p> <p><b>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</b></p>	<p><b>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 .</b>  <a href="#">London topic/Patron Saints Day lessons</a>  <a href="#">Come and Explore With Me topic</a></p> <p><b>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. <a href="#">London topic</a></b></p> <p><b>Devise a simple map; and use and construct basic symbols in a key.</b>  <a href="#">London topic</a></p> <p><b>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.</b></p>



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