

**Reception
Progression in Geography**





	EYFS	Amazing me and my community	Festivals and Celebrations	Our Wonderful world	Growing	Animals	Our Universe
Key concepts:							
Investigate Places, acquire context (Physical features, Human features, Location)	<p>Recognise some environments that are different to the one that they live</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>Children to Look at the area surrounding the school looking at where children live on google maps.</p> <p>Children can confidently explore the classroom environment and engage with the rainbow challenge.</p>	<p>Children to look at a map on the classroom wall and see where the different celebrations take part. Use a piece of string and place it from Manchester where the children are to the country where the celebration takes place- talk about the modes of transport the children would have to take to get to that country.</p>	<p>Using digimaps for classrooms children will explore their local area - Beswick and it's closeness to the city of Manchester developing a growing understanding of the place in which they live and where this is in the world.</p> <p>They will explore a map of the UK understanding that they live in England and will compare the country of England - in particular our landscape to countries far away e.g. Africa</p>	<p>Children to explore human features of our world looking into farming and where food comes from- children to understand that some food is imported from other countries and this is from different transport.</p> <p>Children to understand the effect of the weather on crops how it can interfere with the lifecycle of a plant. Link to the climate in different countries- e.g.</p>	<p>How have animals adapted to their habitats? E.G camels store fat in their humps and can go a long time without water. Polar bears use their white fur to camouflage themselves from predators and can not be seen in a snow drift.</p> <p>How are humans impacting on the physical features of an animals habitat? E.G the rainforest is being destroyed because of farming- this</p>	<p>Weather and the reasons behind the seasons- particularly focusing on summer. Talk about sunlight and the harmful effects on our bodies. E.g. sunburn. Children to understand how to be safe in the sun.</p> <p>The impact of humans on climate change and why climate change can be bad for our environment and ecosystem.</p>

					Africa is dry and hot and England is wet.	then has an impact on animals and wildlife as they have no where to live- leads to a decline of them.	
Investigate patterns (Human processes, Diversity, Physical processes)	<p>Understands some important processes and changes in the natural world around them including the seasons and changing states of matter</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Recognises some environments that are different to the one they live</p>	During the daily calendar children will make observations on the weather and begin to build up a picture of commonalities in the different seasons	Children to ask questions relating to the culture and diversity linked to the different religions- children to compare to their religions and beliefs.	Children to look into the impact of living close to a city like Beswick is to Manchester- lots of houses, schools, shops, higher population	<p>Children to understand the effect of the weather on crops how it can interfere with the lifecycle of a plant. Link to the climate in different countries- e.g. Africa is dry and hot and England is wet.</p> <p>Look how humans are affecting food such as over farming- e.g fish crisis (we are running low)</p> <p>What impact over farming in rainforests is having on our environment- Amazon rainforest is the lungs of the earth and that</p>	<p>How are humans impacting on the physical features of an animals habitat? E.G the rainforest is being destroyed because of farming- this then has an impact on animals and wildlife as they have no where to live- leads to a decline of them.</p> <p>Environment Day</p> <p>Caring for our surrounding environment- on the way home from school with a grown up pick up litter on the street.</p>	<p>How are humans impacting on the physical features of an animals habitat? E.G the rainforest is being destroyed because of farming- this then has an impact on animals and wildlife as they have no where to live- leads to a decline of them.</p> <p>Look at what the effect of rubbish is doing to the ecosystem of places such as plastic in the oceans.</p> <p>We should be having an ice</p>


					<p>is being destroyed at a rapid rate.</p> <p>We need to look after the plants- talk about the parents cutting across the soil to get to the classrooms and what impact that will have on the plants that are growing there. Children to make signs informing the parents to not cut across.</p>		<p>age at this moment in time but because of global warming we do not know the impact this could have on the world.</p> <p>Look into reusable energy- including solar power and look at wind turbines.</p>
Communicate Geographically (Vocab, techniques)	<p>Can talk about some of the things they have observed</p> <p>Offers explanations as to why things might happen</p> <p>Asks questions to find out more</p>	Observations regarding environments- Asking questions.	Compare/ contrast/ questions.	Compare/ contrast/ questions	Observations regarding environments- Asking questions.	Observations regarding environments- Asking questions.	Observations regarding environments around the world. Asking questions.
Geographical Field work and enquiry	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and	Children to carry out an environment walk to look at the other school building and where different members of staff	Children to observe countries where the celebrations take place using google maps. Compare and contrast to	Children have the opportunity to make observations of the local area on a community walk They comment on	Children to observe the different stages of growth in the school vegetable patch. What has the	Children to go into the school field and search for animals and their homes.- mole holes. How can we	Children to go outside and see how much rubbish is on the streets/ at the bottom of the school field. Look at

	<p>physical features of its surrounding environment.</p> <p>🏠 Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>📖 Use information books/pictures as sources of information.</p> <p>🔍 Investigate their surroundings</p> <p>👁️ Make observations about where things are e.g. within school or local area.</p> <p>.</p> <p>Describes what they see hear and feel whilst outside.</p>	<p>are. E.g where the Head Teacher lives, where the office staff live..</p> <p>Children to look at where they live compared to a seaside town. Discuss the similarities and differences. E.G are there fields surrounding them? Is the sea close to them?</p> <p>Children to observe what the area around school looked like 5 years ago and what it looks like now? E.G houses have been built around the school where it used to be wasteland.</p> <p>Now there is a higher population does that impact the environment? E.G go outside and see how much rubbish is on the streets/ at the bottom of the school field.</p>	<p>where we live. Discuss the similarities and differences.</p>	<p>what they see e.g. lots of buildings, different modes of transport etc</p>	<p>weather been like lately? Does this have an impact on our crops?</p>	<p>ensure they are protected?</p> <p>Children to talk about how they can help the animals to find a home in the school grounds? E.G bug hotel, Hedgehog house.</p>	<p>how much of that rubbish could have been recycled.</p>
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		Is there an increase in the traffic- go outside and count how many cars go past the school this leads to an increase in pollution.					
Direction/Location	Draws information from a simple map	Children to carry out an environment walk so the children become familiar with the school- then children to draw a map using directions to help others find where members of staff that help us are in the main school.		Children will carry out an environment walk around the local area - beswick	Children to do an environment walk of their playground- look for the best possible place to plant the seeds.	Children to do an environment walk of the school field and outdoor space.	
Drawing maps	 Draw picture maps classroom/playground Begin to show accuracy and care when drawing	Literacy story mapping. Children to use marks and letters to write where people that help us in school are.	Literacy story mapping.	Literacy story mapping. Map of local area	Literacy story mapping. Vegetable plot plan with labels- where different crops could be placed.	Literacy story mapping. Children to use marks and letters to draw where the habitats of the animals are around the school grounds.	Literacy story mapping.

Representation	 Use own symbols on imaginary map.					Children to use marks and letters to draw where the habitats of the animals are around the school grounds.	
Using maps	<p>Draw information from a simple map</p> <p>Use a simple picture map to move around the school;</p>		<p>Children to use maps/ atlases to look at the countries where the religion is most predominant. Have children travelled there? Have any parents lived there?</p>	<p>Children will use both digimaps to explore the local area of Beswick and Manchester.</p> <p>They will refer to both a map of the UK to understand where Manchester is in England and a map of the world to understand where we are in comparison to other countries.</p> <p>In connection with a Hat for Mr Mountain they will look for the countries of where different/popular hats originated from</p>			Children to use maps/ atlases

Scale/Distance	<p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	How far can the football be kicked?					
Map knowledge	Draw information from a simple map	Children to look at simple maps of the classroom/playground school to familiarise with their new setting/classroom.	Children to use maps/ atlases to look at the countries where the religion is most predominant. Have children travelled there? Have any parents lived there?	Children to show understanding of simple representations on a map e.g. green is land blue is the water. They explore different types of maps; map of local area, England, the UK and the world.			<p>Children to create a map to their new class.</p> <p>Children to explore map of the world and look at other countries they may visit during the holidays</p>

Style of map	 Picture maps and globes Enjoys an increasing range of books.e.g. Atlas Knows that information can be retrieved from books and computers. e.g. Atla; google maps Uses ICT hardware to interact with age-appropriate computer software. e.g. google maps	Google maps	Google maps, Atlases.	Digimaps			Google maps, Atlases
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