

Geographical Development at Kiveton Park Infant School

Key Concepts	Nursery	Reception	Y1	Y2
Location Knowledge	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like/dislike. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> • Understand how some places are linked to other places e.g. roads, trains • Talk about where they live in relation to the rest of the UK, and well known places in the wider world • Name and locate the 4 countries of the UK • Name and locate the 4 capitals of the UK 	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans
Place Knowledge	<ul style="list-style-type: none"> • Talk about some of the things they have observed in different places • Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world 	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world • Talk about features • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places 	<ul style="list-style-type: none"> • Name, describe and compare places they know and new places they learn about 	<ul style="list-style-type: none"> • Understand 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 (Kenya)

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	<ul style="list-style-type: none"> • Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park 	<ul style="list-style-type: none"> • Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' • Recognise some similarities & differences between life in this country & life in other countries 		
Human and Physical Geography	<ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals • Begin to understand the effect their behaviour can have on the environment 	<ul style="list-style-type: none"> • Explore their local environment and talk about the changes they see • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world • Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions • Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> • Describe seasonal weather changes • Use the terminology of physical and human geography to talk about school, its grounds and the surrounding area including: forest, hill, lake, soil, vegetation, season and weather, city, town, village, house, shop 	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use basic geographical vocabulary to refer to physical features of places studied, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Use basic geographical vocabulary to refer to human features of places studied, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Use diverse range of props, photos, books to notice & talk about 	<ul style="list-style-type: none"> • Examine change over time • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?" • Describe some actions which people in their own community do that help to maintain the area they live in. • Draw information from a simple map 	<ul style="list-style-type: none"> • Ask simple geographical questions • Use simple observational skills to study the geography of the school, its grounds and the surrounding area • Use simple maps of the local area • Use words such as near and far, left and right to talk about where things are 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied • Use simple directions (North, South, West and East) and Locational and directional language (near, far, left and right) to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical

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	similarities & differences	<ul style="list-style-type: none"> • Interpret range of sources of geographical information, including maps, globes, photographs 	<ul style="list-style-type: none"> • Make simple maps and plans 	<p>features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environments
Vocabulary	Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural	Aerial photograph, Atlas, Beach, City, Coast, Compass, Compass Rose, Continent, Country, Environment, Equator, Factory, Farm, Fieldwork, Forest, Global, Hill, House, Human processes, Interaction, Interdependent, Landmark, Locality, Location, Map, Observational skills, Ocean, Office, Pattern, Physical processes, Plan perspective, Resource, River, Scale, Seasonal, Shop, Spatial variation, Soil, Symbol, Variation, Valley, Village, Weather		