

Language Provision

Geography Learning Journey Overview

Topic	By the end of the learning journey, I will be able to:				Vocabulary
Progression Step/Year Curriculum	Geographical Skills and Fieldwork	Human and Physical Geography	Locational Knowledge	Place Knowledge	
<b>Progression Step 1</b>	<ul style="list-style-type: none"> <li>Explore a new environment, away from members of staff.</li> <li>Demonstrate curiosity in the outside world.</li> <li>Point to more distance and interesting objects outdoors.</li> <li>Comment on and ask questions about the natural world.</li> <li>Demonstrate a willingness to explore something new outside.</li> <li>Communicate what I can see and hear in the environment.</li> <li>Find an object by location.</li> <li>Point out something I find when exploring a habitat.</li> <li>Find and comment on different types of rocks outside.</li> </ul>	<ul style="list-style-type: none"> <li>Identify something I might see outside in the winter and summer.</li> <li>Name different types of weather.</li> <li>Suggest what I should wear in different types of weather.</li> <li>Choose a picture to go on a weather diary.</li> <li>Describe the temperature using the terms hot and cold.</li> <li>Identify an attribute of a habitat, eg the Arctic is cold.</li> <li>Show an awareness of a change in temperature.</li> <li>Observe and comment simple on different types of building.</li> <li>Name some builds.</li> <li>State what some shops sell.</li> <li>Identify some common structures, eg wall, fence etc.</li> <li>Identify the road, the path and the kerb.</li> <li>Identify where vehicles travel.</li> </ul>	<ul style="list-style-type: none"> <li>Name a place that I know, eg home, shop etc.</li> <li>Name a place that I have visited.</li> <li>Describe the Earth's shape as a ball or round.</li> <li>Searches out specific pieces of equipment and identify where the equipment goes.</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate 1 thing I may see outside (eg, a bird).</li> <li>Show an awareness of the purpose of some indoor places.</li> <li>Show an awareness of the purpose of some outdoor places.</li> </ul>	<p><i>Indoors, outdoors, inside, outside, rock, weather, winter, summer, hot, cold, temperature, building, shop, road, path, kerb, wall, fence, vehicle, travel, place, home, shop, Earth.</i></p>
<b>Progression Step 2</b>	<ul style="list-style-type: none"> <li>Collect pictures from a range of sources that relate to a specific subject.</li> <li>Point out and simply describe the information contained in a photo or picture.</li> <li>Answer a questions based on my observations.</li> <li>Take photographs of objects or place in the outside environment, communicating why they are of interest.</li> <li>Describe what I can see in the grounds of a setting (eg the playground).</li> <li>Respond appropriately to position-based terminology.</li> <li>Describe the directional movement of an object.</li> <li>Observe short term changes in the setting.</li> <li>Observe short term changes outside.</li> <li>Observe changes over a long period of time.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the shops I have visited and what things I have bought there.</li> <li>Name familiar places or buildings correctly, eg church, park, garage, flat etc.</li> <li>Describe simple photographs of unfamiliar places, eg deserts, rainforests etc.</li> <li>Suggests what I might find in the sea.</li> <li>Suggest what I might find in a forest.</li> <li>Give simple attributes of different habitats.</li> <li>Match pictures of known animals to their known habitats.</li> <li>Choose a weather symbol for each day.</li> <li>Match a picture showing a type of weather (eg, show a picture of sun when asked to find something that shows sunny or warm weather).</li> </ul>	<ul style="list-style-type: none"> <li>Indicate the direction of familiar places from home.</li> <li>Use the term "a long way."</li> <li>Look at a globe and describe its shape.</li> <li>Look at a picture of Earth taken from space, describing simply what I see.</li> </ul>	<ul style="list-style-type: none"> <li>Describe a familiar indoor place.</li> <li>Describe a familiar outdoor place.</li> <li>Identify a difference between 2 familiar indoor places (eg, the bedroom and the bathroom).</li> <li>Identify a difference between 2 familiar outdoor places (eg the park and my garden).</li> <li>Identify a difference when looking at a photograph of a place taken a long time ago and more recently.</li> </ul>	<p><i>Indoors, outdoors, inside, outside, rock, weather, winter, summer, hot, cold, temperature, building, shop, road, path, kerb, wall, fence, vehicle, travel, place, home, shop, Earth, space, globe, direction, environment, change, church, park, garage, flat, house, field, desert, rainforest, Arctic, Antarctic, jungle, sea, forest, habitat, animal, difference.</i></p>

		<ul style="list-style-type: none"> <li>Identify obvious differences between summer and winter.</li> <li></li> </ul>			
<b>Progression Step 3</b>	<ul style="list-style-type: none"> <li>Make a simple pictorial representation of what I have seen.</li> <li>Label a simple diagram.</li> <li>Find items from simple positional and directional clues.</li> <li>Follow and give directions around the room and the setting.</li> <li>Add detail to a map of a familiar place, eg furniture in their bedroom.</li> <li>Discuss, compare and demonstrate my understanding of the terms "near" and "far."</li> <li>Undertake fieldwork in the setting.</li> <li>Record data through pictures, eg weather information using pictures of the sun and rain.</li> <li>Complete a simple chart to show my findings.</li> <li>Use a magnifying glass to examine closely.</li> <li>Describe what I can see under a magnifying glass.</li> <li>Find information from a secondary source (eg find pictures of different fur markings).</li> </ul>	<ul style="list-style-type: none"> <li>Identify the features of the place where I live.</li> <li>Identify some different types of homes.</li> <li>Classify a place as being built or being created by people.</li> <li>Classify a place as being created by nature.</li> <li>Describe the features of the land using appropriate language.</li> <li>Discuss the different types of food I see in shops.</li> <li>Understand that food is transported to shops from different places.</li> <li>Describe how different weather might affect what I wear.</li> <li>Observe and comment on the effect of natural elements (wind, water etc).</li> <li>Describe vegetation I see in a photograph of different places (by a road, in a garden, desert).</li> <li>Look at examples of rock formations and comment on the shapes/colour they see.</li> <li>Give simple reasons why something has eroded in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate in simple terms about where I live (in a big flat, along a road etc)</li> <li>Know the number of my house and the name of the street that I live on.</li> <li>Refer to our planet as Earth.</li> <li>Point to sea/land on a globe.</li> <li>Indicate that the land on simple maps is coloured green, brown or yellow.</li> <li>Indicate that water on simple maps is coloured blue.</li> </ul>	<ul style="list-style-type: none"> <li>Compare photographs of unfamiliar places using simple geographical vocabulary eg. Deserts, rainforests.</li> <li>Indicate that some people around the world dress differently to me.</li> <li>Indicate that some people around the world live in different types of buildings.</li> <li>Indicate that some people in the world eat different foods to me.</li> <li>Recognise that some people around the world speak different languages to them.</li> </ul>	<i>Indoors, outdoors, inside, outside, rock, weather, winter, summer, hot, cold, temperature, building, shop, road, path, kerb, wall, fence, vehicle, travel, place, home, shop, Earth, space, globe, direction, environment, change, church, park, garage, flat, house, field, desert, rainforest, Arctic, Antarctic, jungle, sea, forest, habitat, animal, difference, map, chart, information, magnifying glass, observe, describe, information, photograph, rock, erode, cliff.</i>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Identify features of school on an aerial photograph.</li> <li>Follow and give directions around the room and the setting.</li> <li>Use the terms left and right.</li> <li>Recognise the terms North, South, East and West and relate to position.</li> <li>Describe my route to school eg, names, types of buildings passed.</li> <li>Draw a simple, eg of my bedroom, classroom.</li> <li>Use simple symbols on my map.</li> <li>Describe simply the locations of features on a map.</li> <li>Use a simple atlas.</li> <li>Find land masses and oceans on a globe.</li> <li>Undertake fieldwork and observations of school and its ground noting human and physical features, adding these to simple plans (eg, bench, trees).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of geographical term to describe common human and physical and begin to use them correctly, eg ocean, valley, port.</li> <li>Describe the different weather I have experienced.</li> <li>Name and sequence the seasons of the year.</li> <li>Suggest the weather I would expect to experience in different seasons.</li> <li>List places in the world I know to have a hot or cold climate.</li> </ul>	<ul style="list-style-type: none"> <li>Recall my house number, street and town.</li> <li>Talk about places I am familiar with.</li> <li>Name some local places.</li> <li>State the name of the country I live in.</li> <li>State the name of the capital city of the country I live in.</li> <li>Recall the names of the countries that make up the UK.</li> <li>Classify the UK as an island and know that island is surrounded by water.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple connections between the geography of a small area in the UK and a small area in a contrasting non-European country (eg both have rivers, only one has a beach).</li> </ul>	<i>Indoors, outdoors, inside, outside, rock, weather, winter, summer, hot, cold, temperature, building, shop, road, path, kerb, wall, fence, vehicle, travel, place, home, shop, Earth, space, globe, direction, environment, change, church, park, garage, flat, house, field, desert, rainforest, Arctic, Antarctic, jungle, sea, forest, habitat, animal, difference, map, chart, information, magnifying glass, observe, describe, information, photograph, rock, erode, cliff, features, North, South, East, West, map, symbols, features, locations, atlas, land, ocean, fieldwork, physical and human features, seasons, climate.</i>

<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Locate the UK and its countries on a globe, map and atlas.</li> <li>• Locate the world's seven continents and 5 oceans using a globe.</li> <li>• Use world maps/atlas to locate the world's seven continents and five oceans.</li> <li>• Devise a simple map and use and construct basic symbols in a key.</li> <li>• Describe the locations of features and routes on a map, using N, E, S, W.</li> <li>• Compare a photo and a map of an area.</li> <li>• Identify physical and human features of a landscape.</li> <li>• Identify physical and human features on an aerial photograph/plan perspective.</li> <li>• Use simple fieldwork and observational skills to study the geography of my school and its grounds, and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK.</li> <li>• Identify where to find the Equator and the North and South Poles on a globe.</li> <li>• Identify hot and cold places on a globe and relate them to the Equator, North and South poles.</li> <li>• Use basic geographical vocabulary to refer to key human features (town, village, factory etc).</li> <li>• Use basic geographical vocabulary to refer to key physical features (eg cliff, coast, beach etc).</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the countries of the UK on a map.</li> <li>• Name and locate the capital cities of the UK on a map.</li> <li>• Give simple characteristics of the countries which make up the UK.</li> <li>• Name and locate the seven continents.</li> <li>• Name and locate the five oceans.</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 UK and a small area of a contrasting non-European country.</li> </ul>	<p><i>Country, England, Northern Ireland, Scotland, Wales, island, non-European, compass, North, South, East, West, map, symbols, features, locations, atlas, land, ocean, fieldwork, physical and human features, seasons, climate, key, continent, Asia, Europe, Africa, North America, South America, Antarctica, Australasia, ocean, Antarctic, Arctic, Pacific, Indian, Atlantic, characteristics, North Pole, South Pole, Equator.</i></p>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Find and explore the area of study using a range of maps/atlas/digital technology.</li> <li>• Use maps to help describe the geography of an area.</li> <li>• Suggest where to look for detail needed during geographical study, eg globe/atlas/O.S map.</li> <li>• Read some standard symbols on a simple map and know why a key is necessary.</li> <li>• Create a simple map with key/symbols of the area studied.</li> <li>• Describe the relative location of a place using understanding of the four points of the compass.</li> <li>• Observe and record examples of human and physical features of a place (eg sketching, graphing).</li> <li>• Use information gathered during fieldwork to describe human and physical features of an area.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of: Climate zones Biomes Vegetation Belts Rivers Mountains Volcanoes Earthquakes The Water Cycle Types of settlement Land use Economic activity including trade links Distribution of natural resources, including energy, food, minerals and water.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify that the UK is made up of counties and can locate different counties using a map.</li> <li>• Name the county that I live in and the names of counties that surround this.</li> <li>• Name the geographical region I live and I can pinpoint on a UK map.</li> <li>• Research key physical characteristics found in my region/county using a range of maps.</li> <li>• Classify the UK as a European country.</li> <li>• Find countries in Europe use a range of maps, together with the name of their capital cities.</li> <li>• Use the contents/index of an atlas to help location of countries and major cities on political maps.</li> <li>• Identify if a country is in the Northern or Southern Hemisphere.</li> <li>• Understand what is meant by the term "topographical feature" and give examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Contrast a region of the UK, a region in a European country and a region within North or South America.</li> </ul>	<p><i>Country, England, Northern Ireland, Scotland, Wales, island, non-European country, county, region, North, South, East, West, map, symbols, features, locations, atlas, land, ocean, fieldwork, physical and human features, seasons, climate, key, continent, Asia, Europe, Africa, North America, South America, Antarctica, Australasia, ocean, Antarctic, Arctic, Pacific, Indian, Atlantic, characteristics, North Pole, South Pole, Equator, Northern Hemisphere, Southern Hemisphere, compass, Climate zones, Biomes, Vegetation Belts, Rivers, Mountains, Volcanoes, Earthquakes, The Water Cycle</i></p>

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>Follow a simple route on a map, using symbols to help.</li> <li>Begin to use the eight points of a compass to describe a location.</li> <li>Use a range of maps/mapping applications when locating countries, including the use of an index where appropriate.</li> <li>Draw simple plans based on observations and measurements during fieldwork.</li> <li>Use an instrument to measure, eg distance.</li> <li>Record information/data found during fieldwork.</li> <li>Present information gathered during fieldwork, relating to my observations/data to human and physical features of an area, using a range of methods including digital technologies.</li> <li>Give position coordinates on a 2D grid.</li> <li>Plot specified points on a 2D grid.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of:  Climate zones  Biomes  Vegetation Belts  Rivers  Mountains  Volcanoes  Earthquakes  The Water Cycle  Types of settlement  Land use  Economic activity including trade links  Distribution of natural resources, including energy, food, minerals and water.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of maps/photographs eg satellite to locate and name key human characteristics in a region of the UK.</li> <li>Use resources to show how a physical feature eg. Coast has changed over time in an area of the UK.</li> <li>Name different topographical features found in the UK and relate these to an area of the UK studied eg hills, coasts.</li> <li>Use maps to help classify countries in Europe that different/similar characteristics, eg have coasts/are islands/are landlocked.</li> <li>Use maps to locate the names of different states/major cities in America.</li> <li>Locate countries which share a border with Russia.</li> <li>Use maps to locate the position of different environmental regions in America and Europe.</li> <li>Recognise that longitude refers to the imaginary vertical lines and latitude refers to the imaginary horizontal lines around the Earth.</li> <li>Begin to relate the significance of latitude/the Equator to hot/cold regions when locating places on a globe.</li> </ul>	<ul style="list-style-type: none"> <li>Contrast a region of the UK, a region in a European country and a region within North or South America.</li> </ul>	<p><i>Equator, North Pole, South Pole, Equator, Northern Hemisphere, Southern Hemisphere, compass, Climate zones, Biomes, Vegetation Belts, Rivers, Mountains, Volcanoes, Earthquakes, The Water Cycle, Measure, instrument, digital, 2D grid, plot, coordinates, border, landlocked, environmental, latitude, longitude.</i></p>
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