

Progression of disciplinary knowledge in Geography

Thinking as a Geographer				
	Nursery	Reception	Year 1	Year 2
Place and Space	<p>To know they are in Kingmoor Nursery and Infant School.</p> <p>To know where different areas of the provision and parts of the school are eg; I know I have lunch in the hall and where I have keyperson time.</p> <p>To know some people who work in our community.</p>	<p>Talk about own space, home and things that are important to them.</p> <p>Discuss their own friends and family.</p> <p>Understand the role of important people in their community, including police, firefighters and doctors.</p> <p>Think about their own community and draw a map of their local area. To know they live in Carlisle</p>	<p>Locate each continent and ocean</p> <p>Locate UK countries and capital cities</p> <p>Locate equator and where familiar continents, oceans and the UK are in relation to the equator.</p> <p>Locate North and South Pole.</p> <p>Recognise compass points</p> <p>Own first hand experiences of weather, climate and seasons. Recorded on daily dashboard.</p> <p>Local community, including school on a map. How is the space used?</p> <p>Local wood walk to understand local area.</p>	<p>Build a wider knowledge of their local area through wood walk after looking at local area on maps.</p> <p>Where is Carlisle on a map of the UK and a map of the world.</p> <p>Where Nairobi is and how the space is used in the city.</p> <p>Where is the Amazon Rainforest? How big it?</p> <p>Use compass points to locate.</p>
Scale and Connection (Relationship and interdependence)	<p>To know the world is bigger than their school/home and community.</p> <p>To have experiences of maps and globes.</p> <p>To know there are different places in the world that are not where we live.</p>	<p>To explore maps, globes and atlases to see where places are (eg; rainforests) and start to understand these places are far away from Carlisle.</p> <p>To understand the climate is different in different places.</p> <p>To discuss different modes of transport and understand why we can't use some modes of transport to get to different places.</p> <p>To follow a simple map of their immediate environment during an Easter Egg hunt.</p>	<p>Locate and discuss location of each continent and ocean.</p> <p>Scale and connection of UK capital cities and seas.</p> <p>Difference between a sea and an ocean and a country and a continent.</p> <p>To look at scale and connection of hot and cold locations from the equator.</p> <p>To understand why the climate and weather changes depending on the location of the place.</p>	<p>Build on understanding of where local features are in the immediate community and wider city.</p> <p>Scale and connection between Carlisle and Nairobi, including size difference.</p> <p>Scale and connection between UK and Kenya, including size difference.</p> <p>How does the rainforest fit into South America? How big is it compared to Carlisle/UK?</p>

			Scale and connection of immediate environment. To understand local and far away when looking at own environment.	To choose resources for a purpose eg; choosing the right scale map for the task.
Physical and Human Geography	To experience growth of humans and plants, knowing these things change as they grow, I know I can have an impact on something. I will explore how things work and my impact on how it works. I know I need to dress appropriately for the weather. I will have first hand experiences of each season and will describe what I see and feel.	Understand some things are made and other grow. To know some features of their local community and identify my favourite places. To name some features of my school. To have first hand experiences of all 4 seasons, discussing their own observations and talk about what happens in each season.	To notice, discuss and map our immediate environment and local community. To understand cities are human features and oceans/seas are physical features. The physical features of polar and tropical locations. Human and physical geography of immediate environment in school. Features of their own environment and what that looks like on a map.	What are human and physical features and how to identify these on a map. To describe why those features are there. Local area walk, identify human and physical features. Human and physical features of Nairobi and comparisons to Carlisle. Human and physical features of Amazon rainforest. How do the Yanomami live in the rainforest? How is this different to the way we live?
Environment and sustainability	To respect and look after their classroom environment. To know that we recycle and reuse objects.	To know plastic pollution harms animals and how we can reduce our waste. I know that global warming has an impact on the polar habitats. I know that deforestation has an impact on the polar habitats.	To understand the human impact on the climate in cold locations (polar regions) How we can reduce the human impact of global warming. What are we doing in school to help the environment?	The impact on human features on the environment. What impact does this have on physical features. To identify and notice how the local environment is looked after and respected. Why is the Amazon Rainforest important to the world and why should we worry about the damage to the rainforest? How is deforestation having an impact on the Yanomami people?
Culture and diversity (Uniqueness)	To learn about other cultures based on the cultural capital of the Nursery, through celebrations such as Diwali, Christmas and Easter.	To identify what makes me unique To identify differences between my appearance and that of others.	To understand that places around the world are not all the same as the UK. Compare UK cities.	Compare and contrast Carlisle and Nairobi. What is the same and different about these places?

	<p>To know they are different to others.</p> <p>To know what they like and dislike and start to understand this might be different to their friends.</p> <p>To have first hand experiences of artefacts they will not have seen before.</p> <p>To develop positive attitudes around differences.</p>	<p>To know and understand how and why people celebrate events including; birthdays, Christmas, Diwali and Hannukah.</p> <p>To know that people have ways of life, including houses, towns, religions, that are not the same as ours.</p>	<p>Compare and discuss life in polar (Arctic and Antarctic) and tropical locations (Egypt and Amazon Rainforests) as well as comparing to life in the UK.</p> <p>What makes my school, my community and myself unique.</p>	<p>How does the way the Yanomami people live help the rainforests?</p> <p>What is unique about the Yanomami?</p> <p>Understand, respect and tolerate beliefs and ethnicity in the locality.</p> <p>What makes Carlisle unique?</p>
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