

Progression of substantive concepts in Geography

	Nursery	Reception	Year 1	Year 2
Locational knowledge	<p>I know I am in KNIS.</p> <p>I know I have to come to school and live at home. To talk about how I get to school.</p> <p>I know where things are in the provision and where I do different activities in Nursery.</p>	<p>I know I live in Carlisle.</p> <p>I know our planet is called Earth.</p> <p>I know the polar regions and rainforest are located in a different place than we live.</p>	<p>I know the 7 continents and 5 oceans and can locate them in an atlas and on a globe.</p> <p>I know the UK capital cities and surrounding seas and can locate them in an atlas and on a globe.</p> <p>I know where hot and cold locations are located based on the distance from the equator.</p>	<p>Revisit and review location of continents and oceans.</p> <p>I know where the Amazon Rainforest is located.</p> <p>I know where Nairobi and Kenya are.</p>
Place knowledge	<p>I know I have to go to different parts of the school to get to where I need to be (eg; lunch or outdoor provision)</p> <p>I know places around my local community.</p> <p>I know everyone at nursery is part of KNIS.</p> <p>I know there are different places in the world that is not where I live.</p>	<p>I know features of my local community.</p> <p>I know about people who work in my local community.</p> <p>I know about different modes of transport and what we could use to get to different places.</p> <p>I know polar regions are cold and rainforests are hot and humid.</p>	<p>I know features of the UK capital cities</p> <p>I know what is different between the UK and hot and cold locations (polar regions and the equator)</p>	<p>I know who the Yanomini are and how they live. I make comparisons between their life and life in our country.</p> <p>What life is like in Nairobi</p> <p>I can make comparisons between Nairobi and Carlisle</p> <p>I know features of the rainforest</p> <p>I know how to describe the weather and temperature in the UK using tier 2 vocabulary.</p>
Physical and Human Geography	<p>I will experience all UK weathers with outdoor provision.</p> <p>I know I need to dress appropriately for the weather.</p> <p>I will have first hand experiences of each season and will describe what I see and feel.</p>	<p>I know some features of my own community (shops, school, church, park)</p> <p>I will experience all UK weathers with outdoor provision and will describe the weather and temperature.</p> <p>I know the seasons of the year and will learn how my immediate location/environment changes in each season.</p>	<p>I know the climate is different based on the location of a place.</p> <p>I know the seasons and months of the year.</p> <p>I know how to describe the weather and temperature in the UK using tier 2 vocabulary.</p>	<p>I know what human and physical features are.</p> <p>I know some human and physical features in our local community and Carlisle.</p> <p>I know how to compare human and physical features and their similarities and differences?</p>

	<p>I know that plants and people grow.</p> <p>I know I can have an impact on something. I will explore how things work and my impact on how it works.</p>	<p>I know the difference between hot and cold.</p> <p>I know and can name some features of my school.</p> <p>I know that deforestation and global warming has an impact on the world.</p> <p>I know animals and plants grow and other things don't.</p>		<p>I know some human and physical features of Nairobi.</p> <p>I know the impact of deforestation and how we can reduce this impact.</p>
<p>Fieldwork and mapping</p>	<p>I will revisit stories using simple story maps and talk.</p> <p>I will have experience of maps and globes.</p> <p>I know and will use positional language to describe my position next to, behind, in front, on top</p> <p>I know how to describe a familiar route and will discuss locations.</p>	<p>I will draw a map of my local community, representing places near where I live.</p> <p>I will follow a map of my immediate environment to find locations</p> <p>I know that a world map and a globe show a representation of Earth.</p> <p>I know how to map a familiar story using pictures.</p> <p>I use positional language to describe the position of an object and pictures on a representation behind, in front, beside.</p> <p>I know how to create a linear map to retell a journey and a story</p>	<p>I know that a map is a representation of the world.</p> <p>I know that I can map a story, and this shows a representation of the story.</p> <p>I know how to map an imaginative story.</p> <p>I know how to represent my school using a map.</p> <p>To use maps, atlases and globes to locate continents, oceans, UK capital cities and surrounding seas.</p> <p>To use maps, atlases and globes to locate hot and cold climates including The North and South Pole and the equator.</p> <p>To use directional and positional language relating to my own map.</p>	<p>I know how to use a key on a map and what these tell us about a map</p> <p>I know how to use a compass on a map.</p> <p>I know how the scale of a map helps us understand my local area.</p> <p>To use maps, atlases and globes to locate Carlisle, Nairobi and the Amazon Rainforest.</p> <p>To use directional and positional language when reading a map.</p>