



## St. Bernadette's Geography Knowledge and Vocabulary Progression Map

EYFS – Understanding the World People, Places and Communities			
Nursery	Autumn	Spring	Summer
	<ul style="list-style-type: none"> <li>• <b>Birth to 3</b> - Explore and respond to different natural phenomena in their setting and on trips.</li> <li>• <b>Birth to 3</b> – Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>• <b>Birth to 3</b> – Build with a range of resources. Compare sizes.</li> <li>• <b>Begin to talk about what they see, using a range of vocabulary.</b></li> <li>• <b>Begin to explore and learn about how we need to respect and care for the natural environment and all living things.</b></li> <li>• Get to know their Nursery and Outdoor learning space.</li> <li>• To explore and talk about simple plans based upon a text, using tuff spots and construction to build and make visual maps.</li> <li>• Begin to explore and talk about the weather and seasons – explore the clothes you wear, make Autumn collections.</li> <li>• Begin to develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information.</li> <li>• Begin to explore and talk about the world around them and different places– their Home, Nursery and places that they visit etc.</li> <li>• Participate in visits.</li> <li>• <b>Begin to explore and learn that there are different countries in the world and talk about the differences they have experienced or seen in photos.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Talk about what they see, developing a wide range of vocabulary.</b></li> <li>• <b>Begin to recognise the need to respect and care for the natural environment and all living things.</b></li> <li>• Get to know their School and field.</li> <li>• To begin to represent and locate key features of their environment and key features from stories.</li> <li>• Explore and begin to talk about the weather and seasons – explore the clothes you wear, make Spring collections.</li> <li>• Continue to develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information.</li> <li>• Begin to explore and talk about the world around them and different places– their Home, Nursery and places that they visit etc.</li> <li>• Participate in visits.</li> <li>• <b>Begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos (e.g. From family holidays).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Talk about what they see, using a wide range of vocabulary.</b></li> <li>• <b>Begin to understand the need to respect and care for the natural environment and all living things.</b></li> <li>• Get to know their amazing Shevington world – Holidays and places that they visit. Visit to Shevington Village/the park.</li> <li>• To represent and locate key features of their environment and key features from stories.</li> <li>• Explore and talk about the weather and seasons – explore the clothes you wear, make Summer collections.</li> <li>• Develop an interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information.</li> <li>• Explore and talk about the world around them and different places– places they visit and Holidays.</li> <li>• Participate in visits.</li> <li>• <b>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</b></li> </ul>
	Key Vocabulary:		
	Place, house/home, St Bernadette's Nursery, Shevington, park, street, road, world, simple directional language (big/small, near/far, up/down, inside/outside) and weather/seasonal language		

	Autumn	Spring	Summer – ELG'S
Reception	<ul style="list-style-type: none"> <li>• <b>3-4 Yr old</b> - Talk about what they see, using a wide vocabulary.</li> <li>• <b>3-4 Yr old</b> - Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• <b>3-4 Yr old</b> - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• <b>Begin to talk about members of their immediate family and community.</b></li> <li>• Talk about where they live, learn about their amazing Reception Class and Outdoor learning space.</li> <li>• <b>Begin to name and describe people who are familiar to them</b> -People in their local community.</li> <li>• <b>Begin to create and draw information from a simple map</b> – experience different maps.</li> <li>• To begin to understand and use positional language (eg, on, in, under, next to, above, behind, in front).</li> <li>• <b>Begin to understand that some places are special to members of their community</b> – places in Shevington – Church, Library, Park , Village etc.</li> <li>• Participate in visits to Church and the Library.</li> <li>• <b>Begin to talk about and recognise some similarities and differences between life in this country and life in other countries.</b></li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>• <b>Begin to explore the natural world around them</b>- Season of Autumn – The old oak tree.</li> <li>• <b>Begin to describe what they see, hear and feel whilst outside</b> – Seasonal changes.</li> <li>• <b>Begin to recognise some environments that are different to the one in which they live.</b></li> <li>• <b>Begin to understand the effect of changing seasons on the natural world around them</b> -Observe and talk about the seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Talk about members of their immediate family and community.</b></li> <li>• Recognise where they live, learn about their amazing School and field.</li> <li>• <b>Name and begin to describe people who are familiar to them</b> - People in their local community.</li> <li>• <b>Draw information from a simple map</b> – Know what map is and begin to follow a simple map.</li> <li>• To understand and use positional language (eg, on, in, under, next to, above, behind, in front).</li> <li>• <b>Understand that some places are special to members of their community</b> -</li> <li>• Participate in visits to Church and the Library – Shevington Village.</li> <li>• <b>Recognise some similarities and differences between life in this country and other countries.</b></li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>• <b>Explore the natural world around them</b> - Season of Spring and our Garden.</li> <li>• <b>Describe what they see, hear and feel whilst outside</b> - Seasonal changes.</li> <li>• <b>Understand the effect of changing seasons on the natural world around them</b> -Observe and talk about the seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</b></li> <li>• <b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</b></li> </ul> <p><b>The Natural World ELG</b></p> <ul style="list-style-type: none"> <li>• <b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b></li> <li>• <b>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.</b></li> <li>• <b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></li> <li>• Explore the Season of Summer.</li> </ul>

Year 1	<b>Key Vocabulary:</b>		
	As Nursery & St Bernadette's School, Wigan, building, church, library, map, globe, atlas, country, land, sea, directional language (under/over, forwards/backwards) and weather/seasonal words (comparative language).		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Map Skills Unit: Introduction to Maps</b> <ul style="list-style-type: none"> <li>What is a map?</li> <li>What is a plan?</li> <li>Where could we find them?</li> <li>What are compass points?</li> <li>How can we use them to give directions?</li> </ul>	<ul style="list-style-type: none"> <li>What is the United Kingdom?</li> <li>What is around the United Kingdom?</li> <li>What are the features and characteristics of England?</li> <li>What are the features and characteristics of Scotland?</li> <li>What are the features and characteristics of Wales?</li> <li>What are the features and characteristics of Northern Ireland?</li> </ul>	<ul style="list-style-type: none"> <li>Where are the Equator, North Pole and South Pole?</li> <li>How do the Equator and the Poles affect the weather and seasons around the world?</li> <li>What are the four seasons in the United Kingdom?</li> <li>Where is the coldest place on Earth and what are its key features?</li> <li>Where is the hottest place on Earth and what are its key features?</li> <li>How do human and physical features adapt due to their hot or cold climates?</li> </ul>
	<b>Key Vocabulary:</b>		
	local area, address, aerial view, birds eye view, Shevington, Wigan, school, compass North, South, East and West, directions, maps	United Kingdom, country, England, Northern Ireland, Scotland, Wales, London, capital city, Belfast, Edinburgh, Cardiff, Atlantic Ocean, North Sea, English Chanel, Irish sea	Season, Spring, Summer, Autumn, Winter, climate, hot, cold, temperature, Equator, North Pole, South Pole, ice, freezing
Year 2	<b>Autumn</b>	<b>Spring</b>	
	<b>Map Skills Unit: The School Grounds</b> <ul style="list-style-type: none"> <li>How can we find our where places are located?</li> <li>What is a map?</li> <li>What is a plan?</li> <li>How can we give directions?</li> <li>How are places represented on maps and plans?</li> </ul>	<ul style="list-style-type: none"> <li>What are the 7 continents and 5 oceans?</li> <li>Where is Europe located and what are some of the countries we can find there?</li> <li>What is it like in Antarctica?</li> <li>What would it be like to live in Asia or Africa?</li> <li>How are North and South America different?</li> <li>Where is Australia and what are its key features?</li> </ul>	
	<ul style="list-style-type: none"> <li>Where is London located on a map?</li> <li>What landmarks can we find in London?</li> <li>What human features are found in London?</li> <li>What physical features are found in London?</li> <li>How is transport different in London and Wigan?</li> <li>Where would you rather live, Wigan or London?</li> </ul>	<ul style="list-style-type: none"> <li>What human and physical features can we find in Wigan?</li> <li>Where in the world is Kenya?</li> <li>What are some key facts about Kenya?</li> <li>What are the similarities and differences between Nairobi and London?</li> <li>What is the Maasai Mara and what are their traditions?</li> <li>Are there any similarities or differences between the Maasai Mara and Wigan?</li> </ul>	

	Key Vocabulary:		
	England, London, city, town, river, transport, landmark, human features, physical features, maps, aerial photograph, keys and symbols	map, globe, continent ( <i>Europe, Africa, Asia, North America, South America, Antarctica, Australia</i> ), ocean ( <i>Pacific, Atlantic, Southern, Indian, Arctic</i> ), country, island, Equator, North Pole, South Pole, climate, culture, wildlife	continent, country, Kenya, Nairobi, England, London, Wigan, capital city, human/physical, culture, landmarks, maps, Maasai Mara
Year 3	Autumn	Spring	
	<b>Map Skills Unit: Getting to know the British Isles</b> <ul style="list-style-type: none"><li>How can we use maps to develop our knowledge of the British Isles?</li><li>Which countries make up the British Isles?</li><li>What are their capital cities and where are these located?</li><li>How can we describe the location of different parts of the British Isles?</li></ul>	<ul style="list-style-type: none"><li>What and where are deserts?</li><li>What is the difference between weather and climate?</li><li>What are the common features of deserts?</li><li>What is life in deserts like? – natural resources and economics</li><li>What is life in deserts like? – land use</li><li>How are deserts created today?</li></ul>	<ul style="list-style-type: none"><li>What is the water cycle?</li><li>What happens to the state of water as it passes around the water cycle?</li><li>What is causing global warming?</li><li>How does global warming affect the water cycle?</li><li>What are rivers and can we see what part they play in our local water cycle?</li><li>Can we investigate part of a water cycle in our local environment?</li></ul>
	<ul style="list-style-type: none"><li>Where is Europe and what countries is it made up of?</li><li>What are the geographical features of Europe?</li><li>What are the physical geographical features of Italy?</li><li>What is life like in Italy?</li><li>What is the city of Rome like?</li><li>What are the differences between Rome and London?</li></ul>		
	Key Vocabulary:		
		Europe, Northern Hemisphere, population, religion, euro, climate zones, lakes, mountains, industries, tourism, beaches, lakes, cities, towns, Greenwich mean time, time zones, climate.	desert, Antarctica, Sahara Desert, Great Basin Desert, The Gobi Desert, Arid, climate, precipitation, dunes, rock formations, erosion, desertification, weather, adaptations
Year 4	Autumn	Spring	
	<b>Map Skills Unit: Ordnance Survey Maps</b> <ul style="list-style-type: none"><li>How can we use maps to find out about the local area?</li><li>What is an Ordnance Survey map?</li><li>How are places, human and physical features represented on Ordnance Survey maps?</li><li>What symbols are used on Ordnance Survey maps?</li></ul>	<ul style="list-style-type: none"><li>What are rainforests and where are they located?</li><li>What is the structure of the Amazon Rainforest?</li><li>What animals, plants and people will you find in the Amazon Rainforest?</li><li>Why are rainforests so important?</li><li>What are the threats to rainforests and what solutions are there?</li></ul>	<ul style="list-style-type: none"><li>Where are our local rivers and coast?</li><li>What is a river?</li><li>Why are rivers important?</li><li>What is a coastline?</li><li>What is the human impact on our coastline?</li></ul>

	<ul style="list-style-type: none"><li>How can we find places on Ordnance Survey maps?</li></ul>		
	<ul style="list-style-type: none"><li>How is the Earth structured?</li><li>What are tectonic plates and why are they significant?</li><li>Why do earthquakes happen?</li><li>How are volcanoes created?</li><li>Where are volcanoes located?</li><li>What are the advantages and disadvantages of living near to a volcano?</li></ul>		
	Key Vocabulary:		
	Earth, core, mantle, crust, tectonic plates, volcano, earthquake, erupt, molten rock, magma, lava, dormant, vent, crater, Richter Scale	canopy, emergent layer, understory, deforestation, endangered, equator, latitude, temperate, extinction, destruction, tropics	coasts, rivers, erosion, pollution, banks, river bed, source, mouth, floodplain, main channel, Thames, Amazon River
Year 5	Spring		Summer
	<u>Map Skills Unit: Contour Lines</u> <ul style="list-style-type: none"><li>What are the definitions of human feature and physical feature?</li><li>How are these represented on an Ordnance Survey map?</li><li>How is land height shown on Ordnance Survey maps?</li><li>What is a contour line?</li><li>How can we develop our understanding of contour lines and the features they show?</li></ul>	<ul style="list-style-type: none"><li>What is a climate zone?</li><li>What are the main climate zones and how are they different? DO we live in a biome? What is an eco-system? How does our UK biome compare to biomes across the world?</li></ul>	<ul style="list-style-type: none"><li>What is a mountain??</li><li>Are all mountains the same?</li><li>Where can I find a mountain in the UK?</li><li>What is a mountain range?</li><li>What is it like in the mountains?</li><li>Should we remove all the mountains?</li></ul>
	<ul style="list-style-type: none"><li>Where in the world is Iceland and what is their capital city?</li><li>What are time zones and how do they work?</li><li>What are Iceland's main exports and industry?</li><li>What is the physical geography of Iceland like?</li><li>What is a fjord?</li><li>What are the Northern Lights and The Midnight Sun?</li></ul>		
	Key Vocabulary:		

	Europe, Asia, time zones, climate, Reykjavik, The Blue Lagoon, volcanoes, latitude, longitude, Greenwich	biome, climate, ecosystem, tundra, region, coast, canopy, Sahara Desert, rainforest, migrate	mountain, mountain range, peak, summit, Earth's crust, tectonic plates, fold mountain, dome mountain, magma, volcano, surface, Ben Nevis, Scafell Pike, Snowdon
Year 6	Autumn	Spring	Summer
	<b>Map Skills Unit: Six-figure Grid References</b> <ul style="list-style-type: none"><li>How can we locate places on Ordnance Survey maps?</li><li>What is a six-figure grid reference?</li><li>How can we read them?</li><li>How is distance represented on a map?</li></ul>		<ul style="list-style-type: none"><li>What are the regions and capital cities of the United Kingdom?</li><li>Can you identify topographic features on a map?</li><li>How densely populated is the United Kingdom?</li><li>Can you explain how the population of the United Kingdom has changed over time?</li><li>Do you know how the key features of villages, towns and cities have changed over time?</li><li>How do we access food and other resources as an island?</li></ul>
	<ul style="list-style-type: none"><li>Why is the climate in North America so varied?</li><li>Why is the time different in New York to New Orleans?</li><li>Can you describe the key physical features of Mexico?</li><li>Can you describe the key human features of Mexico?</li><li>What are the key human and physical features of England?</li><li>How can we compare the human and physical features of England and Mexico?</li></ul>		
	Key Vocabulary:		
	North America, Central America, Caribbean, Northern hemisphere, Southern hemisphere, Equator, Tropics of Cancer and Capricorn, time zones, Arctic Circle, climate zones, biomes, vegetation belts, Mexico City		Scotland, Wales, Northern Ireland, England, topographical features, urbanised population, ethnically diverse cultures, ageing population, Industrial Revolution, factories, ports/docks, settlement, economy, trade, import/export, manufacturing services, coal mines, mining, towns/villages/cities