

## FS2

### Early Learning Goal

#### **Listening, Attention and Understanding**

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### **Speaking**

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

#### **Understanding the World - People, Culture and Communities**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

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.

#### **Understanding the World - The Natural World**

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.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### How this links with the National Curriculum educational programme for Geography:

FS2 Place Knowledge	FS2 Locational Knowledge	FS2 Human and Physical Geography	FS2 Geographical Skills and Fieldwork
Our school and local area, Places with relevance to us. Understand that there are different planets and that our planet is called the earth.	Comparing environments. Land and ocean, Countries	Observe and describe daily and seasonal weather. Relate geographical areas to environments and human uses.	Identify some simple geographical features. Record observations.
<b><u>Examples</u></b> •Doncaster •London •Heritage and diversity, origins of families (Paddington Bear). •London •Newsround	<b><u>Examples</u></b> •Curious creatures- comparing land and ocean environments and habitats. •Identifying ocean and land on a globe and simple map. •Origins of food. •Wild and farm animals and where they live.	<b><u>Examples</u></b> •Curious creatures- comparing land and ocean environments and habitats. •Origins of food. •Wild and farm animals.	<b><u>Examples</u></b> •Pond, Ocean •Woodland. Forest, Field, Hill, •Create a simple map and represent some features. •Understand how photographs can record e.g. shadows, seasonal changes, weather.

# Geography Substantive Knowledge Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge		<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 United Kingdom, and of a small area in a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a <b>region of the United Kingdom, a region in a European country, and a region within North or South America.</b></li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography <b>of a region of the United Kingdom, a region in a European country, and a region within North or South America.</b></li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, <b>a region in a European country, and a region within North or South America.</b></li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>
Locational Knowledge	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Name and locate the world's 7 continents and 5 oceans.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's 7 continents and 5 oceans.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and the North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and the North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>Name and locate counties and cities of the United Kingdom,</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and the <b>North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (Link to Space travel)</b></li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and the North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>

# Geography Substantive Knowledge Progression Map

			<ul style="list-style-type: none"> <li>Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere,</li> </ul>	<p>geographical regions and their identifying human and physical characteristics, key topographical (including <b>hills, mountains</b>, coasts and rivers) and land-use patterns: and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical (including hills, mountains, coasts and rivers) and land-use patterns: and understand how some of these aspects have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day/night).</li> </ul>
<p><b>Human and Physical Geography</b></p>	<p>Identify seasonal and daily weather patterns in the UK and the location of the hot and cold areas of the world in relation to the Equator and North and South Poles.</p> <ul style="list-style-type: none"> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use basic geographical vocabulary to refer to:           <ul style="list-style-type: none"> <li>key physical features, including: trees, wood, forest, hill, grass, lake (Year 2 -beach, cliff, ocean, river, forest, hill, mountain, soil, valley, vegetation, season)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:           <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, ocean, river, forest, hill, mountain, soil, valley, vegetation, season (Year 1 - trees, wood, forest, hill, grass, lake)</li> <li>key human features, including: city, factory, farm, port, harbour (Year 1 - town, village, building, shop, farm, house, office, school, playground.)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of:           <ul style="list-style-type: none"> <li>-Physical geography including volcanoes.</li> <li>-Human geography including <b>types of settlement and land use</b>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of:           <ul style="list-style-type: none"> <li>-Physical geography including climate zones, mountains, earthquakes and the water cycle.</li> <li>-Human geography including <b>types of settlement and land use, economic activity including trade links</b>, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of:           <ul style="list-style-type: none"> <li>-Physical geography including rivers.</li> <li>-Human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of:           <ul style="list-style-type: none"> <li>-Physical geography including climate zones, biomes and vegetation belts.</li> <li>-Human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> </li> </ul>

# Geography Substantive Knowledge Progression Map

	<p>- key human features, including: town, village, building, shop, farm, house, office, school, playground. (Year 2 - city, factory, farm, port, harbour)</p>					
<p><b>Geographical Skills and Fieldwork</b></p>	<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment.</li> <li>• Observe and record information about the local area (e.g. how many shops near school, the weather)</li> <li>• Study aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in the local area.</li> <li>• Make a simple map.</li> <li>• Use simple compass directions (North, South, East and West) to describe the location of features on a map</li> <li>• Use a map/globe to identify the continents and oceans and understand that a map and a globe both show the same thing.</li> <li>• Use world maps, atlases and globes to identify the UK and its</li> </ul>	<ul style="list-style-type: none"> <li>• Study aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Draw own maps and construct basic symbols in a key.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map.</li> <li>• Use a map/globe to locate the UK, its countries and capital cities.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use : <ul style="list-style-type: none"> <li>-the eight points of a compass,</li> <li>- four figure grid references, -symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods, including sketch maps, plans and graphs, and digital technologies. <ul style="list-style-type: none"> <li>• Use : <ul style="list-style-type: none"> <li>-the eight points of a compass,</li> <li>- six figure grid references, -symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>



# Geography Substantive Knowledge Progression Map

	countries, as well as the countries, continents and oceans studied at this KS.					
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