



Pocklington C of E Infant School

Geography: Disciplinary Knowledge

Learning in EYFS			
<p>Birth-Three</p> <ul style="list-style-type: none"> Name different types of rooms in a house - living room, dining room, kitchen. Learn about different people and places in the world through texts and explore using role-play, costumes and props. Explore the features of their environment and familiar settings. To explore simple plans based on a text using tuft spots and construction to build and make visual maps. Seasonal walks - observing weathers across the seasons. Make connections between the features of their family and other families. Notice differences between people. 	<p>Three- Four Years</p> <ul style="list-style-type: none"> Name places in the local community - shop, park, house, road. Learn about different people and places in the world through texts. Know that they are in a nursery within a school near to their house. Explore the features within the nursery setting. Explore familiar settings such as, church, local market, woodland. Represent and locate key features of their environment and represent key features from stories. Begin to use positional language related to texts. Seasonal walks and walks within the school environment - woodlands. Know that there are different countries in the world and talk about differences they have experienced or seen in photos. 	<p>Reception</p> <ul style="list-style-type: none"> Name and locate the school locality and local area of Pocklington. Make observations about the characteristics of places - in stories, photographs, school grounds and local area. Explore features within the school setting and its locality. Identify key features of Pocklington. Represent green for land and blue for water on a map or globe. Begin to locate places using directional language to navigate. Seasonal walks and walks within the school environment and local area - woodlands, Burnby Hall Gardens. Discussing how environments in stories and images are different to the environment they live in. Recognise some similarities and differences between life in this country and life in other countries. 	<p>Early Learning Goal</p> <ul style="list-style-type: none"> - I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG - I can 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. UTW. PC&C. - I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C. - I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C. - I can 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. UTW. PC&C.

Progression of Disciplinary Skills in KS1 (I can....)

Disciplinary Strand	Year 1		Year 2	
	Cycle A	Cycle B	Cycle A	Cycle B
Locational Knowledge	<p>To begin to locate the four countries, their capital cities and the surrounding seas and oceans of the united kingdom on a map.</p> <p>To begin to locate some of the seven continents on a map.</p>	<p>To recognise on a map the city town or village where they live.</p> <p>To locate on a map the city, town or village where they live.</p> <p>To begin to locate the four countries of</p>	<p>To locate the seven continents and five oceans on a map.</p> <p>To locate the seven continents on a map and name the continent they live in.</p>	<p>To recognise on a map the city town or village where they live in relation to their capital city.</p> <p>To locate on a map the city, town or village where they live in relation to their capital city.</p> <p>To locate the four countries of the UK and their</p>

	To locate two of the world's seven continents on a world map.	the UK and their capital cities on a map of this area.	To locate two of the world's seven continents on a map and show which continent they live in.	capital cities on a map of this area.
Place Knowledge	To begin to describe similarities and differences between their local area and a coastal town. To begin to describe what physical features may occur in a hot place in comparison to a cold place. To begin to name some key similarities and differences between their local area and a small area of a contrasting non-european country.	To begin to recognise basic human features, physical features and local landmarks on an aerial photograph.	To describe some similarities and differences between their local area and a coastal town. To describe what physical features may occur in a hot place in comparison to a cold place. To name some key similarities and differences between their local area and a small area of a contrasting non-european country.	To recognise human features, physical features and local landmarks on an aerial photograph.
Human and Physical Geography	To begin to recognise and describe some physical and human features starting to use subject-specific vocabulary. To begin to locate some hot and cold areas of the world on a world map. To begin to recognise and describe some physical and human features of a location.	To begin to recognise and describe some physical and human features of their local area. To begin to describe physical and human features in their local area. To begin to describe daily weather patterns and how the weather changes with each season in their locality.	To recognise and describe physical and human features using subject-specific vocabulary. To locate hot and cold areas in relation to the Equator and the North and South poles. To recognise and describe physical and human features of a location using subject-specific vocabulary.	To recognise and describe some physical and human features of their local area. To describe physical and human features in their local area using subject-specific vocabulary. To describe daily weather patterns and how the weather changes with each season in their locality and the UK.
Geographical skills and fieldwork	To begin to ask simple questions about human and physical features of their surrounding area. To begin to use the compass points. To begin to recognise physical and human features on an aerial photograph and plan perspectives. To begin to draw a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.	To draw a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. To begin to use simple picture maps and plans to move around school and respond to instructions using directional language to follow routes. To begin to ask simple questions about the features of their school, school grounds and the world around them.	To ask and answer simple questions about human and physical features of the area surrounding their school grounds. To know the four points on a compass. To recognise physical and human features on an aerial photograph and plan perspectives. To draw a simple sketch map using simple pictures, colours or symbols to represent features and add labels to their maps.	To draw some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. To use simple picture maps and plans to move around school and respond to instructions using directional language to follow routes. To ask and answer simple questions about the features of their school, school grounds and the world around them.