



Pickering Community Infant and Nursery School Progress Document
Geography/Understanding the World Learning Outcomes

	Nursery	Reception	Key Stage One
Locational knowledge	<p>I can name familiar places in the local environment</p> <p>I can say that there are areas of water and areas of land on Earth</p>	<p>I can name some villages, towns, cities or countries that are familiar to me</p>	<p>I can name the seven continents of the world and locate these on a map.</p> <p>I can name the five oceans of the world and locate these on a map.</p> <p>I can name the four countries of the United Kingdom and locate these on a map.</p> <p>I can name the capital cities of the four countries of the United Kingdom and locate these on a map.</p> <p>I can name the seas surrounding the United Kingdom and identify these on a map.</p> <p>I can talk about key characteristics of each of the four countries of the United Kingdom and of their capital cities.</p>

Place Knowledge		I can describe a story setting	<p>I can make comparisons between two areas, talking about what is the same and what is different, including both physical and human aspects of the areas' geography.</p> <p>I can begin to suggest reasons for these similarities and differences, using appropriate geographical vocabulary.</p>
Human and physical geography (The Natural World)	<p>I can name the season we are in.</p> <p>I can classify the weather outside today.</p> <p>I know that there are hot and cold places in the world.</p>	<p>I can name the four seasons we experience in the United Kingdom.</p> <p>I can begin to describe some changes I observe across the seasons.</p> <p>I can describe the weather outside today. I can say what the weather is like outside today and can make a simple comparison to the weather on other days, including in different seasons.</p> <p>I recognise that some parts of the world are hotter and colder than our part of the world.</p>	<p>I can identify and talk about the four seasons in the United Kingdom and how the weather generally changes across the seasons.</p> <p>I can observe and talk about daily weather patterns in my local area.</p> <p>I can name some hot and cold places on the Earth, using their position in relation to the Equator and North and South Poles to explain their climates.</p> <p>I can correctly name and identify key physical features in my local area and</p>

	<p>I can talk about what I can see around the school environment and when I am on a walk.</p>	<p>I can recognise and name some key features in my local area and other places studied.</p> <p>I can begin to say whether key features are manmade or natural.</p>	<p>other areas studied, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather.</p> <p>I can correctly name and identify key human features in my local area and other areas studied, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>I can give reasons for my choice of physical or human to classify a feature, knowing that sometimes it can be difficult to tell.</p>
<p>Geographical skills and fieldwork</p> <p>(People, Culture and Communities and The Natural World)</p>		<p>I can follow a simple map of the school environment or a familiar place.</p> <p>I can observe, and talk about, the key features of the school and its grounds, including physical (natural) and human (manmade) features.</p>	<p>I can use world maps, globes, atlases and digital mapping to identify the United Kingdom and its countries, capital cities and seas, as well as other countries, continents and oceans.</p> <p>I can use simple fieldwork techniques and equipment, as well as observational skills to study the geography of our school and its grounds and the key human and physical features of our surrounding environment.</p> <p>I can suggest appropriate geographical questions to ask.</p>

	<p>I can describe a familiar route.</p> <p>I can create a simple map.</p>	<p>I can discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>I can understand position through words alone. For example, "The bag is under the table," – with no pointing.</p>	<p>I can recognise basic human and physical features and key landmarks on aerial photographs and plan perspectives.</p> <p>I can begin to read a map, identifying key features and using the key to identify symbols.</p> <p>I can draw a simple map, devising and using basic symbols in a key.</p> <p>I can name and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>I can use basic geographical vocabulary to describe human and physical features of locations studied.</p>
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