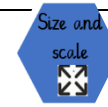




# St. Katharine's Primary School Geography Progression Pathway Early Years



Enquiry question/ Concept How would you describe our local area to Pirate Pete?		
Curriculum Content	Skills	Vocabulary
<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p>	<p><b>1. How would you describe our local area to Pirate Pete?</b> Observe Pirate Pete's map and discuss geographical features. Describe the immediate area using geographical vocabulary. Know the close proximity of our school to the sea and that this is very special.</p> <p><b>2. How could we show Pirate Pete the types of animals and plants that live in our local environment?</b> Observe and talk about the different types of animals and plants found in our local environment. Make detailed pictures of animals and plants of the local area.</p> <p><b>3. What are maps and what do they show us?</b> Observe a map of the school and discuss what a map shows. Know that maps are bird's eye/aerial view of an area and that they use symbols as a way of recording special features. Compare a map with an aerial photograph.</p> <p><b>4. What is Digimaps and why is it useful to Geographers?</b> Using Digimaps, identify the location of our school, the playground and the beach. Know that the blue is sea or rivers. Discuss why maps are important to geographers.</p> <p><b>5. How could we make a map to show Pirate Pete our local environment?</b> Use construction blocks to create a map of the local area. Observe the maps street view and aerial view.</p> <p><b>5. What are the human and physical features of Geography in our local area?</b> Discuss the difference between human and physical features of Geography. Identify the main human and physical features of the local area.</p>	<p>North South East West Coast Beach Houses School Road Playground Field Sea River Map Forest Hill</p>





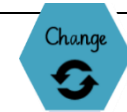
# St. Katharine's Primary School Geography Progression Pathway Early Years



**Environment** 

Celebrating our unique coastal location, making the most of our school setting.





Enquiry question/ Concept  
**What is the weather?**

Curriculum Content	Skills	Vocabulary
<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>1: What is the weather?</b>            Know that there are different kinds of weather            Know that weather changes across the year            Identify different types of weather and record their observations of daily weather conditions            Talk about what they enjoy and dislike about the weather</p> <p><b>2: What is a cloud?</b>            Talk about different types of clouds they have observed.            Know that there are different types of clouds.            Know that rain comes from water droplets in clouds.            Talk about why rain is important for living things.</p> <p><b>3: Why do we enjoy sunny days?</b>            Identify shadows made by different objects outside in the natural world.            Know that shadows only form when the sun is shining and to create shadows of their own using different objects.            Know that summer is when it is most warm and that summer is one of four seasons of the year.</p> <p><b>4: Why are rainy days outside just as much fun as sunny ones?</b>            Know that rain is made of water droplets falling from clouds.            Observe some of the ways in which rain effects the world around them.            Know why rain is important for living things such as plants.            Talk about some of the ways in which rain affects our lives.</p> <p><b>5: What's special about frosty, icy and snowy days?</b>            Know that when it's very cold water sometimes freezes and becomes ice, hail, frost or snow.            Know that winter is when it is most cold.            That winter is one of four seasons of the year.            Observe how water changes when it freezes and then thaws (changing states of matter).</p>	<p>Hot, cold, warm, cool, freezing, icy, temperature, breeze, wind, weather, frozen, Dry, wet, warm, hot, cloud, sky, drop, liquid, rain, puddle, clothes.            Sun, sunny, sunshine, light, shade, shadow, shape, sundial, clock, summer, season. Water, cold, frost, frosty, frozen, puddle, thaw. melt, melting, snow, winter, s Windy, windy, calm, shelter, sheltered, ripple, blown away, storm,</p>





# St. Katharine's Primary School Geography Progression Pathway Early Years

	<p>6: How do windy days make us feel?</p> <p>Know that a wind is caused by the air around them moving. Create items which are affected by the wind when hung outside. Talk about how they feel in windy weather. Talk about some of the ways that the wind affects people and places.</p>	stormy, still, not moving
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**Environment** 

Celebrating our unique coastal location, making the most of our school setting.





# St. Katharine's Primary School Geography Progression Pathway Early Years

Enquiry question/ Concept

Read around the world – What can we learn about the world from our books?



Curriculum Content

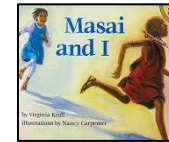
Skills

Vocabulary

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.

**What did the Masai children see on their safari in Tanzania?**

Know some natural features of the landscape of the Serengeti in Tanzania.  
Identify some of the animals that live there.  
Talk about some aspects of the life of the Masai people.



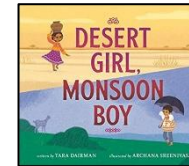
**What would it be like to live with the Inuit in the Arctic?**

Identify and describe some natural features of the Arctic.  
Know whereabouts in the world the Arctic and North Pole is.  
Talk about some of the ways the Inuit live in the Arctic.  
Recognise some differences in the way they live compared with the Inuit.



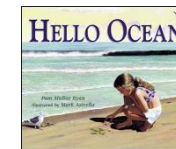
**How do deserts and cities in India compare with where I live?**

Recognise a desert and know that a desert is very dry.  
Identify some natural features of a desert.  
Recognise some features of cities.  
Talk about how deserts and cities compare with where they live.



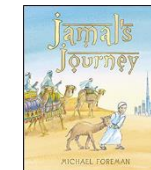
**Why is the world so blue?**

Know that most of the world is covered in water rather than land.  
Know that large areas of this water are called oceans.  
Know that the large areas of land are called continents.  
Talk about what they see at the seaside.  
Know that landscapes look different in other places around the world.



**What did Jamal see on his journey?**

Recognise some natural features of hot deserts.  
Talk about the lives of people who live in deserts.  
Know some of the human features of large cities.



Arctic, ocean, land, sea, winter, tundra, icy, mountain, snowy, The Northern Lights, iceberg, camouflage, storm, North Pole, river, jungle, tropics, frosty, sledge, kayak, snowmobile, boat, fur, weather. Similar Different Hot Cold Country Sea Continent City Town Desert, sand dune, sand storm, wind, moonlight, dawn, monitor lizard, brown hare, falcon, city, sea, market, harbour, port, building, skyscraper, herd, farmer





# St. Katharine's Primary School Geography Progression Pathway Early Years

How is modern China different from Ancient China?  
Recognise where China is and know that it is part of Asia.  
Discuss the type of food eaten in the book and compare.  
Discuss what life was like in Ancient China and what it is like now.



Celebrating different countries and cultures across the world.

