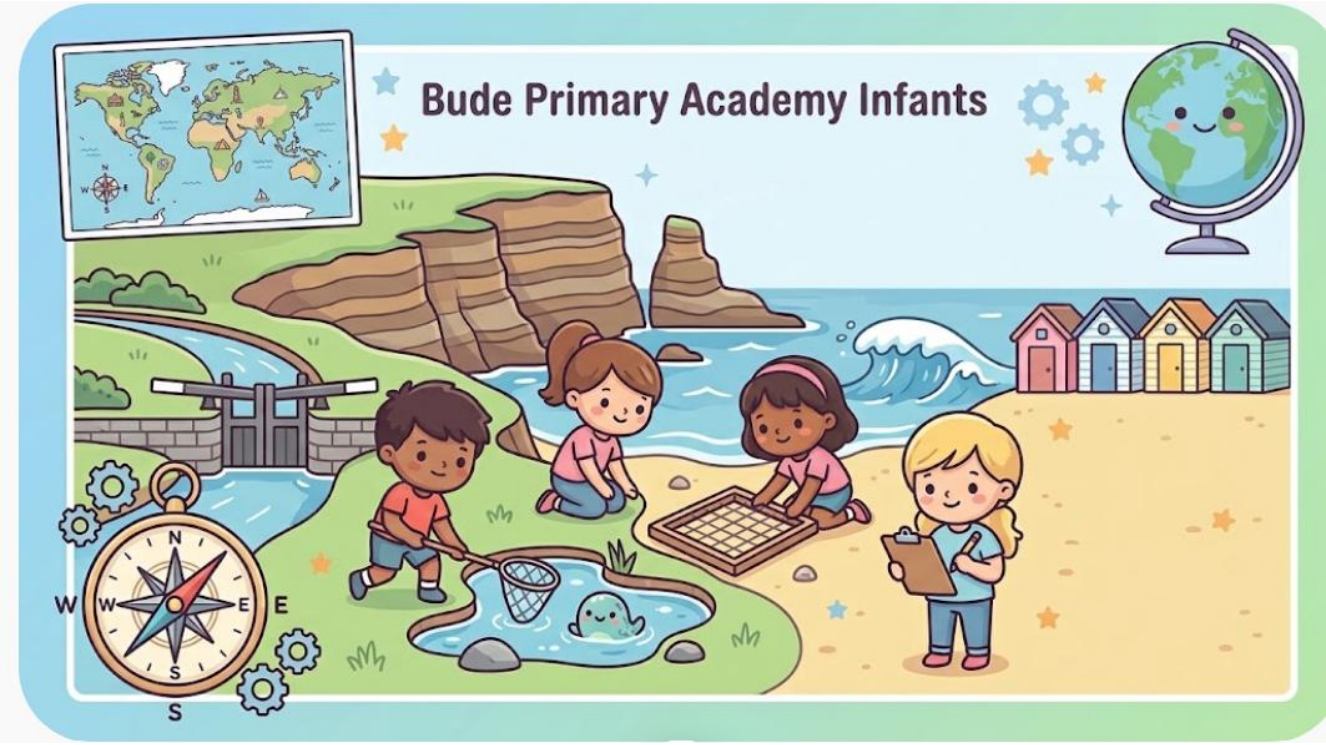
BUDE PRIMARY ACADEMY INFANT SCHOOL

Geography Curriculum Coverage & Progression of Skills

EYFS Reception & Key Stage 1 (2-Year Rolling Programme: Year A & Year B)



NURSERY CURRICULUM MAPPING NOTICE: *We are currently mapping our new nursery curriculum onto our progression of skills and knowledge for each area of the curriculum.*

1. Key Stage 1 & EYFS Geography 2-Year Rolling Programme Overview

Half Term	Year B Scheme (Current Year)	Year A Scheme (Alternate Year)
Autumn 1	**Local Study: Where Do We Live? (Bude Study)** • Bude dwelling types (house, bungalow, flat, caravan). • Roads & pavements (Lansdown Rd) & town services. • Bude canal & coast fieldwork: human vs physical features.	**City vs Seaside Town (London & Bude Comparison)** • Comparing capital city (London) vs coastal town (Bude). • Human features (skyscrapers, underground, bridges) vs physical (cliffs, beach, sea). • Dual map reading, map keys, land use color-coding.
Autumn 2	**Polar Launch: Cold Lands & The Poles (1-2 Lessons)** • Locating the North Pole (Arctic) & South Pole (Antarctica) on globes and maps as cold polar areas. • Contrasting with the hot Equator from Year A.	

Spring 1	**The Four UK Nations & Regional Geography** • UK map skills: 4 countries (England, Scotland, Wales, N. Ireland) & capital cities (London, Edinburgh, Cardiff, Belfast). • UK flags & physical features: Welsh valleys, Scottish lochs, hills.	**World Continents, Oceans & Navigation (Pirate Map Skills)** • Locating & naming the 7 continents & 5 oceans. • 4 cardinal compass directions (N, S, E, W) & Compass Rose. • Grid navigation (10x10 / 12x12 grid overlay, directional code).
Spring 2	**UK Weather Fieldwork & Seasonal Tracking** • Recording daily UK weather patterns (temperature, rain). • Tracking lengthening daylight hours & signs of Spring.	**Global Comparative Study: Bude (UK) vs Nairobi (Kenya)** • Locating Bude (Europe) & Nairobi (Africa) on world maps & globes. • Equator proximity, tropical vs temperate climate bar charts. • Comparing human/physical features & wildlife conservation (National Park rangers vs beach cleaners).
Summer 1	**Coast, Countryside & Farm to Fork (Seas & Soil)** • 4 surrounding UK seas (Atlantic Ocean coast). • Human & physical land use: port, harbour, village, factory, office. • Hands-on soil fieldwork (sand, clay, loam) in school grounds.	**Woodland Map Skills & Minibeast Habitat Mapping** • Positional & directional language (Left, Right, Next to, Opposite, Between, Ribbon L-Check). • 3D to 2D bird's-eye view representation & footprints. • Woodland trail mapping, symbol keys, and habitat survey for bug hotels.
Summer 2	**Local Bude Route Mapping** • Integrated with local Stephenson railway history: mapping Bude canal, coastline, and local transport routes.	

2. Vertical Geography Skills Progression: EYFS Reception to Key Stage 1 Stretch

Geography Strand	EYFS Reception (Foundations)	Year 1 Expectation	Year 2 Cognitive Stretch
Locational Knowledge	• Can find their way around the school and ground Know where different parts of school and ground are Knows school is in Bude. • Knows home is in Bude or nearby. • Knows there are many countries across the world.	• Names & locates 4 UK countries and capital cities. • Names 4 surrounding UK seas. • Names & locates 7 world continents and 5 oceans. • Identifies cold polar areas (North/South Poles).	• Explains UK capital city locations relative to Bude. • Explains Equator proximity and climate impact. • Compares European (UK) vs non-European (Kenya) locations. • Locates world features using coordinates & globes.
Place Knowledge	• Describes school grounds & immediate local surroundings. • Describes dwelling types (house, flat, bungalow).	• Identifies similarities & differences between Bude and London. • Compares physical/human features of a seaside town vs	• Compares Bude (UK) to Nairobi (Kenya). • Explains contrast between coastal Bude & urban/savannah Nairobi. • Explains how land is used

	• Recognises coastal setting (sea, beach).	capital city. • Recognises basic land use in local area.	differently (shops, homes, parks, transport).
Human & Physical Geography	• Observes natural features (woods. Sea cliff) • Identifies built features (Playground , school building carpark s). • Talks about daily weather & seasonal changes.	• Identifies human features (houses, shops, harbour, roads, skyscrapers). • Identifies physical features (beach, cliffs, sea, river, hill, forest). • Uses basic physical vocabulary (valley, loch, coast).	• Categorises human vs physical features with justification. • Explains how weather/climate affects daily life & clothing. • Explains wildlife habitats & conservation (rangers vs beach cleaners). • Uses precise vocabulary (port, factory, harbour, savannah).
Geographical Skills, Maps & Compass	• Understands that maps show where places are. • Uses simple signs & symbols to find locations. • Explores story maps & 3D map models.	• Uses simple maps, aerial photos & globes to find places. • Uses a map key to match symbols to features. • Uses 4 compass points (N, S, E, W) & Compass Rose. • Uses positional language (Left, Right, Next to, Near, Far).	• Reads map keys & aerial photographs independently. • Navigates 10x10 / 12x12 map grid overlays using directional code. • Applies bird's-eye view 'footprints' to draw 2D maps. • Creates custom map keys with symbols.
Fieldwork & Outdoor Inquiry	• Explores outdoor school environment. • Comments on outdoor textures, weather & sights. • Asks questions about immediate surroundings.	• Conducts simple local fieldwork walks around Bude. • Uses tally sheets/clipboards to count human vs physical features. • Records weather data (temperature, rainfall).	• Directs route navigation using 'Ribbon L-Check' & landmarks. • Conducts structured soil fieldwork (sand, clay, loam testing). • Maps woodland trails & plots habitat survey data for minibeast hotels.

3. Detailed Substantive Knowledge & Unit Breakdown

EYFS Reception: Understanding the World (Foundations of Geography)

Geography in Reception is delivered through hands-on outdoor exploration, rich storybooks, community walks, and first-hand experiences, forming the foundation for Key Stage 1 locational and place knowledge:

- **Autumn 1 (Who am I? / School Layout):** Navigating school grounds inside and out; purpose of school rooms; identifying travel modes to school (walk, car, bus); initial introduction to maps and map symbols.
- **Autumn 2 (Where Do I Live? / Local Community):** Describing dwelling types (house, bungalow, flat); home address awareness; recognizing that Bude is a coastal town in Cornwall.
- **Spring 1 (What is a Map? / Local Environment):** Exploring small world maps, story maps, 3D map tough trays of Bude; observing seasonal outdoor changes (Winter).
- **Spring 2 (Seasons, Weather & Natural Materials):** Observing daily weather, measuring temperature & melting ice, manipulating natural materials (wood, sand, water).
- **Summer 1 (Habitats & Local Nature):** Exploring habitats (woodland, garden ponds, minibeasts) and underwater worlds; fieldwork observing minibeasts around school grounds.
- **Summer 2 (What is on the Other Side of the Ocean?):** Understanding Bude -> Cornwall -> England -> UK; finding UK on world maps/globes; recognizing that world countries have different climates, landscapes, and cultures; coastal beach changes & tides.

Key Stage 1 Year B Units (Current Scheme)

Autumn 1: Local Study — Where Do We Live? (Bude Town Study)

Substantive Knowledge: Bude is a coastal town in Cornwall, UK. Dwellings include houses, bungalows, flats, and caravans. Lansdown Road is a busy multipurpose road. Town services include shops, harbour, school, and sea lock.
Disciplinary Skills & Fieldwork: Conducting local clipboard fieldwork walk around Bude town/canal tallying human features (shops, roads, harbour wall) vs physical features (cliffs, sea, beach). Building LEGO town models and proposing town improvements.
Vocabulary: Human feature, physical feature, coastal, town, dwelling, house, bungalow, flat, caravan, harbour, cliff, sea.

Autumn 2: Polar Launch — Cold Lands & The Poles

Substantive Knowledge: The North Pole (Arctic) and South Pole (Antarctica) are the Earth's cold polar areas, located at the extreme top and bottom of the globe. They contrast with the warm Equator.
Disciplinary Skills: Locating North Pole, South Pole, and Equator on world maps and globes.
Vocabulary: North Pole, South Pole, Arctic, Antarctica, globe, Equator, cold area.

Spring 1: The Four UK Nations & Regional Geography

Substantive Knowledge: The United Kingdom consists of four countries: England (London), Scotland (Edinburgh), Wales (Cardiff), and Northern Ireland (Belfast). Each country has its own capital city, flag, and patron saint. Physical landscape features include Welsh valleys, Scottish lochs, and hills.
Disciplinary Skills: Mapping the 4 countries and capitals on UK maps. Matching flags and physical landscape features.
Vocabulary: United Kingdom, England, Scotland, Wales, Northern Ireland, capital city, London, Edinburgh, Cardiff, Belfast, valley, loch, hill.

Spring 2: UK Weather Recording & Seasonal Fieldwork

Substantive Knowledge: The UK has four seasons (Autumn, Winter, Spring, Summer) with changing weather patterns. Spring brings warmer temperatures, rain showers, and lengthening daylight.
Disciplinary Skills: Recording daily weather measurements (temperature, rainfall) using simple classroom weather instruments and tracking Spring changes.
Vocabulary: Weather, season, temperature, rainfall, Spring, daylight, rain gauge, thermometer.

Summer 1: Coast, Countryside & Farm to Fork (Seas & Soil)

Substantive Knowledge: Bude borders the Atlantic Ocean. The UK is surrounded by 4 seas: Atlantic Ocean, English Channel, Irish Sea, and North Sea. Land is used for farming (crops, animals) and settlements (ports, villages, factories, offices). Soil types include sand, clay, and loam.
Disciplinary Skills: Mapping 4 UK seas. Soil settlement fieldwork in school grounds comparing sand vs clay drainage.
Vocabulary: Atlantic Ocean, English Channel, Irish Sea, North Sea, port, harbour, village, factory, office, soil, sand, clay, loam.

Key Stage 1 Year A Units (Alternate Scheme)

Autumn 1: City vs Seaside Town (London & Bude Comparison)

Substantive Knowledge: London is the capital city of England/UK with dense human features (skyscrapers, underground stations, bridges, busy roads). Bude is a coastal town in Cornwall with prominent physical features (cliffs, sandy beach, sea) and smaller human features (sea lock, cottages).
Disciplinary Skills: Using dual maps (London/Bude), reading map keys, land use color-coding (red=shops, blue=homes, green=parks, yellow=transport), sorting photo cards into London, Bude, or Both.
Vocabulary: Capital city, seaside town, London, Bude, skyscraper, underground, bridge, land use, map key, symbol.

Spring 1: World Continents, Oceans & Navigation (Pirate Map Skills)

Substantive Knowledge: The world has 7 continents (Europe, Asia, Africa, North America, South America, Antarctica, Oceania/Australia) and 5 connected oceans (Pacific, Atlantic, Indian, Southern, Arctic). Water covers most of the Earth. A compass shows 4 cardinal directions: North (top), South (bottom), East (right), West (left).

Disciplinary Skills: Transferring 3D spherical globe shapes to 2D flat maps; applying border, color, pastel, and label steps; placing a Compass Rose (N, S, E, W); grid navigation using 10x10 / 12x12 grid overlays.
Vocabulary: Continent, ocean, Pacific, Atlantic, Indian, Southern, Arctic, compass, North, South, East, West, grid, navigation.

Spring 2: Global Comparative Study — Bude (UK) vs Nairobi (Kenya)

Substantive Knowledge: Bude is a coastal town in Cornwall, UK (Europe) with a temperate climate (4 seasons). Nairobi is the capital city of Kenya (Africa) located near the Equator with a tropical climate (wet/dry seasons). Nairobi features skyscrapers, highways, and the Nairobi National Park (savannah wildlife: lions, giraffes) protected by park rangers.
Disciplinary Skills: Locating Bude and Nairobi on world maps/globes; interpreting temperature and rainfall climate bar charts; comparing aerial photographs; classifying human/physical features and wildlife conservation (rangers vs beach cleaners).
Vocabulary: Bude, Nairobi, Kenya, Africa, Europe, Equator, temperate, tropical, climate, bar chart, savannah, national park, ranger, conservation.

Summer 1: Woodland Map Skills & Minibeast Habitat Survey

Substantive Knowledge: Maps represent real spaces using bird's-eye view 'footprints' (2D shapes representing 3D landmarks). A path is the skeleton of a route map. Map keys use simple symbols to represent physical habitats (logs/rocks, flowers, bushes).
Disciplinary Skills: Using 'Ribbon L-Check' for Left/Right direction; navigating woodland routes using positional language (Left, Right, Next to, Opposite, Between, Near, Far); drawing 2D footprint maps in sand trays; surveying habitats and mapping target 'X' placement for bug hotels.
Vocabulary: Map, symbol, map key, bird's-eye view, footprint, route, path, landmark, left, right, opposite, next to, between, habitat.