



Roe Green Infant School  
**Geography – Knowledge and Skills Progression**



**AUTUMN/SPRING/SUMMER**

**Reception**

**Year 1**

**Year 2**

**GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING**

(Locational and Place Knowledge)

<ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Draw information from a simple map</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG)</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Name and locate: seven continents and five oceans</li> <li>• Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Local area study, compare similarities and differences through studying small area of the UK and a small area in a Non- European country.</li> <li>• Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Name locate and identify four countries and capital cities of UK and surrounding seas.</li> <li>• Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Local area study, compare similarities and differences through studying small area of the UK and a small area in a Non- European country</li> <li>• Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</li> </ul>
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## HUMAN AND PHYSICAL GEOGRAPHY

(Weather, climate and geographical vocabulary)

<ul style="list-style-type: none"> <li>• Explore the natural world around them</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying seasonal and daily weather patterns in the UK</li> <li>• Identifying the location of hot and cold areas of the world in relation to the equator and North and South Poles.</li> <li>• Using geographical vocabulary to refer to: <b>Physical features:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <b>Human features:</b> city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying seasonal and daily weather patterns in the UK</li> <li>• Identifying the location of hot and cold areas of the world in relation to the equator and North and South Poles.</li> <li>• Using geographical vocabulary to refer to: <b>Physical features:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <b>Human features:</b> city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>
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## GEOGRAPHICAL ENQUIRY

(Observing, analysing, evaluating and communicating geographical information)

<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG).</li> <li>• 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.</li> </ul>	<p>Teacher led enquiries, to ask and respond to simple closed questions e.g. what is it like to live in this place?</p> <ul style="list-style-type: none"> <li>• Use information books/pictures as sources of information</li> <li>• Investigate their surroundings</li> <li>• Make observations where things are, e.g. within school or local area</li> </ul>	<p>Children encouraged to ask simple geographical questions, e.g. Where is this place? What is it like? How has it changed?</p> <ul style="list-style-type: none"> <li>• Use non-fiction books, stories, maps, pictures, photos and the Internet as sources of information.</li> <li>• Investigate their surroundings</li> <li>• Make appropriate observations about why things happen.</li> <li>• Make simple comparisons between features of different places.</li> </ul>
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## GEOGRAPHICAL SKILLS AND FIELDWORK

### (Using maps, compasses and observational skills)

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

- Use maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans.
- Use 4 Compass points N, S, E, W and use directional language: near and far, left and right, up and down to describe the location of features and routes on a map.
- Use aerial photographs and plans to recognise landmarks and human and physical features
- Use own symbols on imaginary map
- Use a simple map to move around the school.
- Use observational skills to study the geography of their school and its grounds and human and physical features of its surrounding environment.

- Use maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans.
- Use 4 Compass points N, S, E, W and use directional language: near and far, left and right, to describe the location of features and routes on a map
- Use aerial photographs and plans to recognise landmarks and human and physical features
- Use class agreed symbols to make a simple key
- Follow a route on a map
- Use observational skills to study the geography of their local area in a close proximity to the school and its human and physical features
- Use an infant atlas to locate places