



Roe Green Infant School

Geography – Skills Progression



AUTUMN/SPRING/SUMMER		
Reception	Year 1	Year 2
GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING (Locational and Place Knowledge)		
- Recognise some similarities and differences between life in this country and life in other countries - Draw information from a simple map - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG)	Locational Knowledge - Name and locate: seven continents and five oceans - 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. Place Knowledge - Local area study, compare similarities and differences through studying small area of the UK and a small area in a Non-European country. - 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.	Locational Knowledge - Name locate and identify four countries and capital cities of UK and surrounding seas. - 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 Place Knowledge - Local area study, compare similarities and differences through studying small area of the UK and a small area in a Non-European country - 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.

HUMAN AND PHYSICAL GEOGRAPHY

(Weather, climate and geographical vocabulary)

- Explore the natural world around them
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG)

- Identifying seasonal and daily weather patterns in the UK
- Identifying the location of hot and cold areas of the world in relation to the equator and North and South Poles.
- Using geographical vocabulary to refer to:
Physical features:
beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
Human features:
city, town, village, factory, farm, house, office, port, harbour and shop.

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GEOGRAPHICAL ENQUIRY

(Observing, analysing, evaluating and communicating geographical information)

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

Teacher led enquiries, to ask and respond to simple closed questions e.g. what is it like to live in this place?

- Use information books/pictures as sources of information
- Investigate their surroundings
- Make observations where things are, e.g. within school or local area

Children encouraged to ask simple geographical questions, e.g. Where is this place? What is it like? How has it changed?

- Use non-fiction books, stories, maps, pictures, photos and the Internet as sources of information.
- Investigate their surroundings
- Make appropriate observations about why things happen.
- Make simple comparisons between features of different places.

GEOGRAPHICAL SKILLS AND FIELDWORK
(Using maps, compasses and observational skills)

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| <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 |
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