

Purston Infant School – Progression in Geography

Area	Three and Four-Year Olds	Reception	ELG	Year 1	Year 2
Locational knowledge	Describe a familiar route. Discuss routes and locations. Using words like 'in front of' and 'behind'	Draw information from a simple map	<b><u>UNDERSTANDING THE WORLD: PEOPLE, CULTURE AND COMMUNITIES.</u></b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	To name and locate the world's seven continents and five oceans
Place knowledge	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Recognise some similarities and differences between life in this country and life in other countries.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Human and physical geography	Use all their senses in hands on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things.	Explore the natural world around them. Recognise some environments that are different to the one in which they live.	<b><u>THE NATURAL WORLD</u></b> Know some similarities and differences between the natural world around them and the contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.	To identify seasonal and daily weather patterns in the United Kingdom  use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  To use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>

### Geographical skills and fieldwork

	EYFS	Year 1	Year 2
	Draw information from a simple map	<p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>