

# Gomer Infant School

Geography - Progression of skills and  
knowledge



Gomer  
Infant  
School

This document outlines the progression of skills for Geography from Year R to Year 2. By progress, we mean that children know more, remember more and are able to do more of what was intended in the curriculum, this approach logically sequences the learning for children and allows them to build, recall and apply their knowledge and skills. The knowledge and skills framework offers clear learning progression in a subject, with incremental steps leading to well-defined endpoints.

Our subject leaders talk confidently about implementation, endpoints, opportunities for recall and how we support children to 'know, remember and understand' the knowledge and skills within our curriculum.

# Geography

Area	ELG - <i>Whilst we do not teach subjects such as geography in the early years we help children to understand the world around them and recognise that the building blocks for skills and knowledge in Geography begin here.</i>	KS1 Skills	Year 1	Year 2
<b>Understanding the World: People, Culture and Communities</b>	Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.  <b>Specifically:</b> <i>I can ask and answer questions about places, features and environments.</i>  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	<b>Locational &amp; Place Knowledge</b>	I can talk about the location of my school in relation to my town.  I can talk about the places and features of the area that I live in.  I can begin to talk about places in the wider world.	I can talk about my town in relation to the U.K.  I can describe the places and features of the area that I live in and compare it to an area I am studying (Non-Europe country).  I can talk about the location of a non-European country that I am studying.  I can talk about and describe the hot and cold parts of the world and why they are located where they are.
	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. <b>Specifically:</b> <i>I can recognise a globe and map of the world.</i>		<b>Human and Physical Knowledge</b>	I can name human and physical geographical features and notice similarities and differences and simple patterns in the environment.  I can talk about weather patterns in relation to the season.
	Explore the natural world around them, making observations and drawing pictures of animals and plants	<b>Geographical Skills</b>	I can use simple directional language: near, far, left, right to describe locations of features and routes on a map.	I can identify and use the four point compass directions: North, South,

<p><b>Understanding the World: The Natural World</b></p>	<p><b>Specifically:</b>  <i>I can use basic directional language: up, down, right, left, under and around.</i></p> <p><i>I can draw a simple map using imagination or knowledge of a specific place eg. Bedroom, playground.</i></p>		<p>I can use picture maps and globes.</p> <p>I can use 'plan perspectives' (aerial drawings/plans) to recognise landmarks and basic human and physical features.</p> <p>I can create a simple map from imagination, stories or local knowledge and create my own symbols.</p>	<p>East and West to describe location of features and routes on a map.</p> <p>I can use simple maps and atlases.</p> <p>I can use aerial photos to recognise landmarks and basic human and physical features.</p> <p>I can create a simple map and use agreed realistic symbols (in line with OS map) to make a simple key.</p> <p>I can begin to use simple letter and number co-ordinates.</p>
	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>	<p><b>Map Knowledge</b></p>	<p>I can begin to identify the 4 countries of the UK and their capitals, surrounding seas, own school and county (Hampshire).</p> <p>I can identify the 7 continents and 5 oceans on a map.</p> <p>I can locate the North and South Poles and Equator on a globe.</p> <p>I can find places of relevance to me (eg. Where I have been on holiday)</p>	<p>I can identify the 4 countries of the UK and their capitals, surrounding seas, own school and county (Hampshire) both now and over time.</p> <p>I can refer to the 7 continents and 5 oceans when talking about different places in the world.</p> <p>I can locate the hot and cold parts of the world in relation to the North and South Poles and Equator.</p> <p>I can identify a contrasting non-European place on a map.</p> <p>I can find places of relevance that are in the news.</p>
	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Specifically:</b>  <i>I can draw a basic sketch of the environment I am in.</i></p>	<p><b>Fieldwork Skills</b></p>	<p>I can make simple observations.</p> <p>I can use a photo, video or audio taken by an adult as evidence of what I have seen.</p>	<p>I can make detailed observations.</p> <p>I can use a camera, video or audio to gather evidence of what I have seen.</p> <p>I can draw a sketch map with labels showing key features of the school,</p>

	<p><i>I can measure using simple words and simple recording.</i></p> <p><i>I can work in a group to ask and answer questions.</i></p>		<p>I can draw a simple sketch map showing key features of the school, its grounds and surrounding environments.</p> <p>I can measure using simple words and frequency recording.</p> <p>I can ask questions about specific places and environments, including my school.</p> <p>I can reach a simple conclusion to the fieldwork question or prediction.</p>	<p>its grounds and surrounding environments.</p> <p>I can measure using a guided tally and standard units such as minutes or metres.</p> <p>I can present findings simply using maps and graphs.</p> <p>I can ask a series of questions about places and environments.</p> <p>I can reach a simply described conclusion to the fieldwork questions or prediction.</p>
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### Vocabulary to be taught and revisited frequently during KS1

General Words	Specific Words
World	Equator, Northern or Southern hemisphere, North and South Pole
Countries	England, Northern Ireland, Scotland, Wales
Capitals	London, Belfast, Edinburgh, Cardiff
Seas	English Channel, Atlantic Ocean, Irish sea, North sea
Directions	Near, far, next to, left, right, above, below, up, down
Compass directions	North, East, South, West
Continent	Africa, Antarctica, Asia, Europe, North America, Oceania, South America
Ocean	Arctic, Atlantic, Indian, Pacific, Southern
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.