



Geography Curriculum Progression of Skills and Knowledge



At Westfields Infant School, we want children to develop the knowledge, skills and competencies to access the next stage in their learning. In addition to this, we actively encourage and motivate the children to develop positive attitudes, skills and habits so that they are well equipped for the future.

At Westfields Infant School, we aim to provide a high-quality geography education which inspires children's curiosity and fascination about the world we live in and the people within it. Geography provides children with a means of exploring, appreciating and understanding our world and our intention is that children become explorers from their own classrooms, beginning in Reception and continuing throughout Key Stage 1.

During their time at Westfields Infant School, our intention is that children will hone and develop their enquiring minds through geographical exploration of their school grounds and local area. They will be shown disciplinary skills such as map reading, using keys and simple compass points to help them gather and record data as well as make inferences about the human and physical geography they have seen. Children will begin to ask questions about the world around them based on their own geographical intrigue and use the skills they have developed over their time with us to answer them.

At Westfields Infant School, our geography curriculum has been developed based on the [Statutory Framework for the Early Years Foundation Stage](#) where the foundation of geographical knowledge and skills are evident in 'Understanding the World' and the [National Curriculum for Geography](#).

Early Learning Goals – Understanding the World

Past and Present ELG

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People Culture and Communities ELG

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

The Natural World ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

The National Curriculum for Geography – Years 1 and 2

The National Curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;
- are competent in the skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
- can interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- are able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

SKILLS	Progression of Skills		
	Reception	Year 1	Year 2
Field work	<ul style="list-style-type: none"> • Notice detailed features of objects in their environment. 	<ul style="list-style-type: none"> • Use world maps (appropriate to the age group) to identify the UK. • Start to recognise features and landmarks on aerial photographs and plan perspectives. • Use directional language to describe the location of features and routes on a map. • Use the vocabulary: near, far, left and right. • Draw a simple map. • Start to use simple fieldwork to look at the school grounds and locate different features both human and physical. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK, the different continents, oceans. • Use simple compass directions to describe the locational features on a map and give simple directions or routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Draw a simple map, use and draw symbols in a key. • Use simple fieldwork and observational skills to study the geography of the school and its grounds and identify the key human and physical features of the local area.

KNOWLEDGE	Progression of Knowledge		
	Reception	Year 1	Year 2
Place knowledge	<ul style="list-style-type: none"> • Begin to ask questions about the place they live in and start to look at what is similar and different to the places they visit. 	<ul style="list-style-type: none"> • Recognise the similarities and differences between places within our local area. 	<ul style="list-style-type: none"> • Start to understand the geographical similarities and differences by studying a small area of the UK and comparing it to a small area of a contrasting non-European country (Australia).
Location knowledge	<ul style="list-style-type: none"> • Start to talk about or ask questions about their environment. • Talk about things they have observed. 	<ul style="list-style-type: none"> • Name and locate the four countries of the United Kingdom. • Name and locate the continent of Europe when studying the United Kingdom. • Name and locate the ocean surrounding the UK. 	<ul style="list-style-type: none"> • Name and locate the seven continents and five oceans. • Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Human and physical features	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change in places which are familiar to them. • Start to distinguish if things are natural or man-made. 	<ul style="list-style-type: none"> • Identify land use around the school. • Recognise and name common human and physical geographical features. • Use basic geographical vocabulary to refer to: 	<ul style="list-style-type: none"> • Compare and contrast the human and physical features of two localities. • Use basic geographical vocabulary to refer to:

		<ul style="list-style-type: none">○ Key physical features including coast, forest, hill, sea and ocean.○ Key human features including city, town, village, farm, house and shop.● Identify seasonal and daily weather patterns in the United Kingdom.	<ul style="list-style-type: none">○ Key physical features including beach, cliff, coast, forest, hill, sea and ocean.○ Key human features including city, town, village, factory, farm, house, office, port, harbour and shop.● Identify hot and cold areas of the world in relation to the Equator and the north and south poles.
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