

	Chigwell Row Infant School Intended Progression of Skills and Knowledge Geography		
Aspect	Reception	Year One	Year Two
Human features and landmarks	AOL: World Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	
Settlements and use	AOL: World 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.	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Breadth
Climate and weather	AOL: World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	
Physical 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. Breadth	
Geographical resources	AOL: World Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	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.	
Data analysis		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.	
Field work			
Natural and man-made materials			
Physical features		Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	

Environment	AOL: World 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.	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.	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. Breadth
World	AOL: World Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
UK		Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.	
Location	AOL: World 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.	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	
Position	AOL: CL Use language to describe position within their play, for example, behind, next to, in front of, on top, underneath	Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	
Maps	AOL: World Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	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.	
Compare and contrast	AOL: World 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. AOL: World 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.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.	
Significant places	AOL: World Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	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. Breadth	
		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. Breadth	

Geographical change		
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