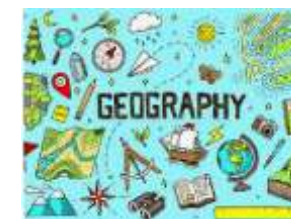




Chalfont St Peter Infant School

'Learning Together and Celebrating Success'



Progression of Knowledge and Skills in Geography

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

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 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

Implementation of Geography education in Reception- Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. They learn about similarities and differences between themselves and others, and among families, communities and traditions. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Chalfont St Peter's Progression of Geographical Skills

Core Themes	Year R Explore	Year 1 Discover	Year 2 Create
Locational Skills 	Can explore, with interest, maps, photos and pictures of their home and school and immediate environments. Can talk about features of their own immediate environment – home and school. Can roughly locate England on a map/atlas of the world.	Can discover, with interest, maps, photos and pictures of the village, the surrounding area and our Capital city. Can recognise similarities and differences of geographical features in their own immediate environment. Can locate Chalfont St Peter and London roughly on a map of England. Can name and locate the four countries making up the United Kingdom, with their capital cities. Can name the surrounding seas of the United Kingdom. Can talk about the main features of each of the four countries that make up the United Kingdom. Discover more about their local area and their place in it.	Can explore and create maps, photos and pictures of the UK, the world and the continents and oceans within it. Can recognise similarities and differences of geographical features between different countries. Can locate and name - the seven continents on a World Map. - the five oceans - the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Can use the terms North, South, East and West in the context of the UK and know that we live in the SE.
Place Knowledge 	Can talk about the area they live in. Can recognise similarities and differences of geographical features in their own immediate environment. (home and school) Explore and learn some of the features of their road, the school and the village of Chalfont St Peter and can say how environments might vary from one another.	Can discover and talk about people and places within their local environment? Can recognise several features of their village which make it different from another (see cultural capital list). Can talk about some people and places beyond their local environment, for example using places they have visited, and focussed study on London and Brighton.	Can talk about people and places in different countries and compare them with their own country and town. Can recognise features of different towns and countries and show the similarities and differences of the human and physical geography. Eg. London/Nairobi Can use technical vocabulary to identify and compare the key

		Can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Can use technical vocabulary (see below) to compare Chalfont St Peter with a contrasting place in the UK. E.g. Chalfont/London	features of a location in order to say whether it is a city, town, village, coastal or rural area?
Human and Physical Geography 	Explore the local area and can make observations of their environment and talk about some features. Begin conversations about which grew here naturally (are physical) and which were made (human features). Through visits, play and stories know a little about different features of human and physical geography – woods, farms, seaside, homes, shops, hills etc Explore the four seasons and can know some of the features of the weather and environment at these times of year. Begin to develop geographical vocabulary in the context of play and exploration.	Discover, compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality e.g. Chalfont/London/Brighton Can identify land use around the school and in the village? Can talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis. Can identify seasonal and daily weather patterns and discover its impact on our lives. Can begin to use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.	Can compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences. Kenya/UK Can talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles. Can understand geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.
Geographical skills and Fieldwork	Throughout the environment, children have access to globes, maps and atlases and Can use them to explore and talk about the world they live in. Can use simple fieldwork and observational skills to explore the	Can use world maps, atlases and globes to identify the United Kingdom and its countries. Can use simple fieldwork and observational skills to discover the geography of our school	Can use world maps, atlases and globes to identify countries, continents and oceans studied. Can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the UK and wider world.

	geography of where they live, the school and its grounds. Through books and role play can read and draw simple maps and begin to give directions.	and its grounds and the key human and physical features of Chalfont St Peter. Can devise a simple map; and use basic symbols in a key.	Continue to read and draw more complex maps and use and construct basic symbols in a key. Can 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.
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