

## Geography Skills Progression at Clarendon Infants

EYFS - Geography			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> <li>• Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
Reception	Understanding the World		<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul>
		The Natural World	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

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National Curriculum		Year 1	Year 2	
Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	Locational Knowledge	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.		
Name and locate the world's seven continents and five oceans.			Name and locate the world's seven continents and five oceans using globes, maps and atlases.	
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.	Place Knowledge	Understand simple geographical similarities and differences of the human geography between a small area of the UK and a small area of a contrasting non-European country.	Understand geographical similarities and differences through studying the human geography of a small area of the UK and of a small area in a contrasting non-European country.	
		Understand simple geographical similarities and differences of the physical geography between a small area of the UK and a small areas of a contrasting non-European country.	Understand geographical similarities and differences through studying the physical geography of a small area of the UK and of a small area in a contrasting non-European country.	
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.	Human and Physical Geography	Identify seasonal and daily weather patterns in the UK.		
		Locate hot and cold areas of the world in relation to the equator and North and South Poles.		
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>		Use basic geographical vocabulary to refer to key physical features e.g. forest, hill, mountain, soil, valley, vegetation.	Use basic geographical vocabulary to refer to key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	
		Use basic geographical vocabulary to refer to key human features e.g. city, town, village, factory, farm, house, office, shop.	Use basic geographical vocabulary to refer to key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop.	
Use world maps, atlases and globes to identify the UK and its countries and countries, continents and oceans studied at this key stage.	Geographic Skills and fieldwork	Use world maps, atlases and globes to identify the UK and its countries.	Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.	
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.			Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.	
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.				Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
				Devise a simple map.
				Use and construct basic symbols in a key.
Use locational and directional language (for example: near and far, left and right) to describe the location of features and routes on a map.		Use simple locational and directional language (for example: near and far, left and right) to describe the location of features and routes on a map.	Use locational and directional language (for example: near and far, left and right) to describe the location of features and routes on a map.	

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.		Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human features of its surrounding environment.	
		Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical features of its surrounding environment.	