

Frogmore Infant School progression of skills and knowledge in geography

SUBSTANTIVE KNOWLEDGE

As a geographer I will learn:

	Year R	Year 1	Year 2
Locational knowledge	Describe their immediate environment (Where am I?- school/home) using knowledge from observation, discussion, stories, non-fiction texts, and maps	- Name and locate 7 continents, 5 oceans - Name and locate and identify characteristics of four countries of the UK and their capital cities. - Know what makes a -capital city Country Continent ocean	- Name and locate the seas surrounding the UK – North sea, Irish sea, English channel, Atlantic ocean - Name and locate Brazil, Sao Paulo and places of relevance/in the news - Name and locate our locality on world and UK maps
Place Knowledge	Explain some similarities and differences between life in this country and life in other countries/natural world around them, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Understand geographical similarities and differences through studying the human and physical features of Frogmore	Understand geographical similarities and differences through studying the human and physical features of a contrasting non-European country – Sao Paulo, Brazil and our locality

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Human and Physical geography knowledge	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary linked to place • Begin to talk about the 4 seasons and some key characteristics	• Use geographical vocabulary to refer to city, town, village, farm, house, office, shop • Use geographical vocabulary to refer to beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season, weather • Identify seasonal and daily weather patterns in the UK	• Use geographical vocabulary to refer to factory, port, harbour • Use geographical vocabulary to refer to valley, vegetation • Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles
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DISCIPLINARY KNOWLEDGE

I will learn to work geographically by:

Mapwork- using maps to navigate	Knowledge	Know that words can describe how to move	Understand a map can tell you where to go	Understand that a map is a 2D representation of the real 3D world Know that a picture/symbol on a map represents a place or feature in the real world
	Skills	Follow directions related to movement e.g. stand up, move backwards, come forwards	Use a simple picture map to move around the school use directional language- near, far, up, down, left, right, forwards, backwards	Follow a route on a map Use simple compass directions- N,S,E,W
Using maps to describe landscapes	Knowledge	Know we can describe something by comparing it to something else	Know that we can describe the place of something. This is called its location.	Use simple compass directions- N,S,E,W Know that an aerial photo is a birds eye view

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	Skills	Use relative vocabulary such as bigger, smaller, like, dislike	Use directional language- near, far, up, down, left, right, forwards, backwards	Use aerial photos and plan perspectives to recognise landmarks and human/physical features
Mapwork-making maps	Knowledge	Know that a drawing can represent something real	Know that we can copy pictures from photographs and maps to create our own maps	Know that a symbol is a pictorial representation of a real-world object Know that a key provides the names of a symbol to avoid labelling each symbol on a map
	Skills	Draw 2D representations of familiar objects	Draw basic maps using pictures to represent places/features	Draw or make a map of real or imaginary places Use and construct basic symbols in a key
Fieldwork-sketching	Knowledge	Know that a drawing can represent something real Know that objects can be described based on colour and size	Know that we can capture what we see by drawing know that words can be used to label drawing, maps, photos so they are clearer	Know that we can capture what we see by drawing and the more detail we add, the more accurate it will be Know that words and phrases can be used to label drawings, maps and photos so they are clearer and describe features
	Skills	Draw their familiar environment with accurate colour and showing some key features Use small world play to represent school/place visited	Draw plans and simple features in their familiar environment add labels onto a sketch map, map, photo	Create simple maps and plans add labels onto a sketch map/ photo
Fieldwork-gathering information	Knowledge	We learn about the world through our senses	Know that we can comment on the size, shape, colour, location of something	Know that we can collect information on the size, shape, colour, location of something
	Skills	Describe local environment using senses	Orally comment on observations about what they see Talk about geographical questions- what is it like to live here? Add details to teacher prepared drawing/photo	Draw observations and label them Talk about geographical questions- what is it like to live here? Where is this place? How has it changed?

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				Mark information on a large scale plan using symbols to record information Use a questionnaire
Geographical enquiry- analysing, interpreting and presenting	Knowledge	Know language for describing objects: size-big, small weight- light, heavy position- near, far time- quick, slow	Know that one mark in a tally chart is used for one object Know tallies can be grouped in 5s to make easier to count	Ask and answer simple questions by counting in each category and sorting by quantity
	Skills	Use everyday language to talk about size, weight, capacity, position, distance Create and describe patterns	Answer simple questions by counting Answer questions making direct comparisons between two observations Present geographical information as a tally chart	Ask and answer questions that make observations on multiple criteria Construct and interpret simple pictograms, tally charts, block diagrams, tables
Geographical enquiry- conclusions and evaluating	Knowledge	Understand that everyone has different ideas that we may or may not agree with	Know that data tells us about people/places being studied	Know that data can be something that people used in the past
	Skills	Agree/disagree with a point made	Talk about why have the data	Talk about how the data was collected