



Hassocks Infant School
Skills Progression

Subject area: Geography

EYFS - The World

Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

EYFS-People and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

National curriculum purpose of study: 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 frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

National curriculum aims: 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.

School intent: At Hassocks Infant school it is our intent that our Geography curriculum gives children awe and wonder about the world around them. We believe that Geography helps to provoke and answer questions about the natural and human worlds, encouraging children to develop a greater understanding of their world and their place in it. We aim to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development. We seek to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Skill	Reception	Year 1	Year 2
Geographical Enquiry	<ul style="list-style-type: none"> Identify and describe features in the local environment e.g. house, farm, church. Use photos and pictures to locate places in the local environment. Talk about the local environment. 	<ul style="list-style-type: none"> Name and describe physical and human features in the local environment. Use photos and simple street plans to find places in the local environment. Talk about features of the local environment that are liked and disliked. 	<ul style="list-style-type: none"> Sort, group and compare physical and human features on the local environment. Use simple maps and simple street plans to locate places and features in the locality and further afield. Talk about and compare features of the local environment.
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> Talk about and describe features of local environment from photos and leaflets etc. Label photos and pictures of the local environment e.g. the church, the park etc. Use simple aerial photos to identify landmarks and basic features. Create a simple map of a familiar location using symbols and a simple key to represent landmarks. Links to The Big Draw. Use 'left', 'right', 'forward' and 'back' to describe the features and routes on maps. Use simple world atlases, maps and globes to identify the United Kingdom. Link to Olympics/Sporting events. 	<ul style="list-style-type: none"> Carry out a small survey in the school ground e.g. traffic, litter, land use. Identify geographical features on a large scale map. Drawing from aerial photos to make a birds eye view of classroom-bedroom. Using model of classroom-to rearrange furniture. Create a simple map of a familiar location using symbols and a simple key to represent landmarks. Links to The Big Draw. Use simple compass directions (North, South, East and West) to describe the location of features on a map. Use world maps, atlases and globes to identify world countries, continents and oceans. Link to Olympics/sporting events. 	<ul style="list-style-type: none"> Carry out a small survey in the local area e.g. traffic, litter, land use. Identify a range of geographical features on maps. Create simple maps of a familiar location using symbols and a simple key to represent landmarks. Use the eight points of the compass to describe the location of features and routes on a map. Links to The Big Draw. Link to Olympics/sporting events.
Place Knowledge	<ul style="list-style-type: none"> Talk about similarities and differences between places e.g. the school playground and the local park. Name and locate the four countries and capital city of the United Kingdom and surrounding areas. 	<ul style="list-style-type: none"> Talk about and describe features of the local area. Describe and compare features of known localities. Talk about and describe a contrasting locality in the UK. Names and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> Talk about and compare features of the local area. Compare features of localities, giving reasons for their similarities and differences. Compare and contrast localities in the UK. Compare and contrast the world's seven continents and five oceans.
Human and Physical Geography	<ul style="list-style-type: none"> Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, season, weather. 	<ul style="list-style-type: none"> Talk about the seasons and the changes that take place in spring, summer, autumn and winter in the UK. 	<ul style="list-style-type: none"> Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.

	<ul style="list-style-type: none"> • Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop. 	<ul style="list-style-type: none"> • Talk about and describe features of landmarks and describe features of landmarks within the locality. • Identify and describe patterns and changes within the local environment. 	<ul style="list-style-type: none"> • Talk about and describe the function of features and landmarks within a locality. • Describe and compare patterns and changes within the local environment. • To use basic geographical vocabulary to describe and compare key physical features and human features of a contrasting non-European country.
Sustainability	<ul style="list-style-type: none"> • Talk about the things I like and dislike about the local environment. • Talk about what people do in the local environment-including jobs and people who help us. • Talk about and describe how children can start sustaining their environment in the classroom and at home. 	<ul style="list-style-type: none"> • Express thoughts and views about locality. • Talk about how people can affect the environment they live in. 	<ul style="list-style-type: none"> • Give reasons for thoughts and views about a locality. • Talk about and describe how people try and sustain their environment. • Give reasons for local environmental issues.

Impact: *(How will we know what pupils have learned?)*

Topic books will show case children's geography learning. Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Observational assessments of pupil will capture their individual responses to geographical and their knowledge and understanding of the world. In Early Years, children's experiences outside of school will enable teachers to capture their wider knowledge in this subject area. In Key Stage One, pupils work will be collated in their learning journals, demonstrating their progress in this subject. Pupils achievements will be celebrated through high quality displays and learning journey walls. Pupils will apply their understanding, knowledge and skills in a range of contexts including drama, class assemblies, assemblies and cross-curricular writing.