



Anton Infant school Geography

Progression Overview

Intent

At Anton Infant School, our Geography curriculum is designed to spark a sense of wonder and curiosity about the world in our young learners. We aim to help children begin to understand the world around them - both near and far - by exploring different places, people and environments.

Our aim is to lay the foundations for lifelong geographical understanding and environmental responsibility.

Implementation

At Anton Infant School, we implement our Geography curriculum through a combination of engaging, hands-on experiences and cross curricular learning. Our approach is designed to make Geography accessible and enjoyable for young children, building on their natural curiosity about the world around them.

To achieve this, we:

- Provide hands-on learning experiences, encouraging outdoor learning, using the school grounds to explore geography in a practical context (including our dedicated forest school time). Pupils are given the opportunity to observe, investigate, and discuss their surroundings.
- Incorporate map work. Children are introduced to simple maps and globes helping them develop early spatial awareness. They use these tools to locate their school, home and other familiar places, beginning to understand basic directions and geographical features.
- Encourage questioning and exploration. We foster curiosity by encouraging children to ask questions about the world and seek answers through activities such as observing the weather, studying the changing seasons and learning about different cultures and environments.
- Promote the use of geographical language. Teachers model and encourage the use of key vocabulary such as map, weather, country, city, mountain and ocean. This helps pupils articulate their understanding and observations clearly.
- Cross-curricular links. Geography is linked with other subjects such as English, Science and Art. For example, children may read stories set in different places or create artwork based on the natural landscape they are learning about.
- Celebrate diversity. We introduce children to different cultures, countries and environments through stories, pictures and discussions. This helps them to appreciate the diversity of the world and develop respect for different ways of life.

By providing a broad range of stimulating activities, we ensure that Geography is meaningful and exciting for our pupils.

Intended impact

Through Geography, children will learn:



- A sense of place
- Early map skills
- Awareness of the wider world
- Curiosity about their surroundings
- Geographical language
- A foundation for future geographical learning

National Curriculum Subject Content for Geography

EYFS

The natural 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.

People, culture and communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

KS1 pupils should be taught to:

Locational knowledge:

- 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 United Kingdom and its surrounding seas

Place knowledge:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and physical geography:

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as 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 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 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

Progression of skills in Geography

	Reception	Year 1	Year 2
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Locational knowledge	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Pupils should be taught to: name and locate the world's seven continents and five oceans	Pupils should be taught to: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place knowledge	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.	Pupils should be taught to: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Pupils should be taught to: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Human and physical geography	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 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.	Pupils should be taught to: identify seasonal and daily weather patterns in the United Kingdom 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Pupils should be taught to: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
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