

Geography Skills and Knowledge Progression Map

Intent – What we are teaching in Geography

At Hatfield Peverel Infant and Nursery School, we aim to ignite children's curiosity about the world, starting with their local environment in Hatfield Peverel and building outward to the wider world. Our curriculum helps children develop a strong sense of place, recognise different environments and communities, and begin to use geographical language and skills with confidence.

Implementation – How we are teaching Geography

Through practical, engaging experiences, children explore the school grounds and local area, learning about features such as the countryside, transport links and local landmarks. From EYFS into KS1, pupils build geographical knowledge of the UK and beyond through stories, fieldwork, map work and hands-on learning both inside and outdoors.

Impact – What the children have learnt

By the end of KS1, children can talk confidently about Hatfield Peverel and how their village connects to the wider world. They use key geographical vocabulary, show curiosity about places and people, and demonstrate care and respect for their local and global environment.

National Curriculum

Pupils should be taught:

Locational knowledge

- to name and locate the world's 7 continents and 5 oceans
- to name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas

Place knowledge

- to 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

Human and Physical

- to 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
- to use basic geographical vocabulary to refer to key physical and human features

Development Matters

(0-3)

- Explore and respond to different natural phenomena in their setting and on trips
- Notice differences between people.
- Explore natural materials, indoors and outside.

(3-4)

- Understand position through words alone. For example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

(Reception)

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

Skills and fieldwork - to use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage - to use simple compass directions and locational and directional language to describe the location of features and routes on a map - to 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 - to use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment	Early Learning Goals - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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. - 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. - Understand some important processes and changes in the natural world around them, including the seasons.	
Inclusion including SEND All children will be given the same task because we believe in teaching a mastery approach across all subject areas and ensuring equal access for all through Quality First Teaching. This includes teacher modelling and scaffolded practice for all children, focus groups with adult support for those needing further assistance, and pre-teaching sessions. Talk partners are used to build confidence. Now and next boards support the completion of tasks. Interventions are provided as needed, and external advice is sought to support inclusion.	Assessment Prior knowledge/retrieval opportunities are included at the beginning of units of work so that planning can be adapted/amended to support gaps or misconceptions. Clear sequence of lessons which identify the key knowledge that children need to know at the end of a lesson/unit of work. Children’s topic books and floor books to record learning. Photographs on tapestry.	Cultural Capital Trips: Chelmsford Museum, Hedingham Castle, Local walks Assemblies: Remembrance, Road safety, Chinese New Year, Fairtrade, Harvest, Diwali, Celebrating differences, St Andrews Day, Christmas around the world, Recycling Celebrating diversity; through songs, stories, images, visitor talks (grandparents/parents), whole school ‘Around the World’ workshop, food tasting, virtual tours of places we cannot visit.

	Nursery	Reception	Year 1	Year 2
Locational Knowledge Skills	To make observations about the area around them.	- To make observations about the characteristics of places (in stories, photos or in the school grounds/local area). - To describe a familiar route using basic positional language.	- To locate the four countries and their capital cities of the United Kingdom on a map. - To identify some characteristics of the four capital cities of the UK. - To locate the surrounding seas and oceans of the UK. - To show on a map the city, town or village where they live in relation to their capital city.	- To locate the world's seven continents on a world map. - To locate the five oceans of the world on a world map. - To show on a map the continent they live in and the closest ocean. *Recap objectives from Year One through regular quizzes.
Knowledge	- Know that there are different countries in the world. - Talk about the differences and similarities of different countries through experience or photos.	- Know the name of their school. - Know the name of the village/town they live in. - Name and locate familiar parts of their local community. - Draw information from a simple map. - Recognise some environments that are different from the one in which they live.	- Know that the UK is short for 'United Kingdom'. - Know that the UK is made up of four countries and their names. - Know that there are four bodies of water surrounding the UK and to be able to name them. - Know the four capital cities of the UK and name some characteristics.	- Name the world's seven continents on a world map. - Know that a continent is a group of countries. - Know that they live in the continent of Europe. - Name the five oceans of the world.

Place Knowledge Skills	To discuss how environments in stories and images are different to the environment they live in.	- To discuss that some places are special to members of their community. - To discuss and compare how environments in stories and images are different to the environment they live in.	- To name some key similarities and differences between their local area (Hatfield Peverel) and a small area of a contrasting non-European country (Australia and Canada). - To discuss how environments can be improved (school environment).	- To describe and begin to explain some key similarities and differences between their local area (Hatfield Peverel) and a small area of a contrasting non-European country (Brazil, China, London). - To describe what physical features may occur in a hot place in comparison with a cold place.
Knowledge	Have an awareness that there are differences between places in this country and places in other countries.	Know and discuss that there are differences between places in this country and places in other countries.	- Know that life elsewhere in the world is often different to our own. - Know that life elsewhere in the world often has similarities and differences. - Compare England with a contrasting Country in the world. Hatfield Peverel compared to Australia and Canada.	- Know some similarities and differences between their local area and a contrasting non European country. - Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Chelmsford) and of a small are in a contrasting non-European country (China, Brazil, London).
Human and physical geography Skills Seasonal and weather patterns – linked to Science	- To observe weather across the seasons. - To have an awareness of characteristics of places (in stories, photos or in the school	- To observe and discuss the effect that changing seasons have on the world around them. - To begin to use the names of the seasons in the correct context. - To discuss and make observations about the features of places (in stories, photos or	- To describe how the weather changes with each season in the UK. - To describe the daily weather patterns in their locality. - To confidently use the vocabulary 'season' and 'weather'.	- To locate the Equator and the North and South Poles on a world map. - To locate hot and cold areas of the world in relation to the Equator and the North and South Poles. - To describe key physical features using subject specific vocabulary (beach, cliff, coast,

	grounds/local area) • To begin to care for and understand the need to care for the environment around them. • To keep building kind and respectful views about how people are different. • To develop vocabulary when speaking about the world around them. (Big, small, near, far, in, on, under, home, outside, inside, weather, sun, rain, wind, snow, ground, sky)	in the school grounds/local area).	• To locate some hot and cold areas on the world on a world map. • To recognise some physical features in their locality. • To recognise some human features in their locality.	forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) • To describe and understand key human features using subject specific vocabulary (city, town, village, factory, farm, house, office, port, harbour and shop)
--	---	---	---	---

Knowledge	- To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. - To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	- To know some of the key characteristics of each season. - To know that there are four seasons in a year which are marked by the weather conditions. - To know some vocabulary to describe different bodies of water, even if used inaccurately (sea, ocean, lake, river, pond).	- To know the four seasons of the UK. - To know that weather conditions can be measured and recorded. - To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.	- To know that the Equator is an imaginary line around the middle of the Earth. - To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. - To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. - To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. - To know some key physical features of the UK. - To know some key human features of the UK. - To know that a physical features means any feature of an area that is on the Earth naturally. - To know that a human feature means any feature of an area that was made or built by humans.
-------------------------	--	---	---	---

Geographical skills and fieldwork Skills	• To notice and react to natural things they see indoors and outdoors at nursery. • To create and play with miniature worlds that remind them of places they've visited. • To use all their senses to play with and explore nature.	• To describe what they see, hear and feel whilst outside. • To comment on and draw some of the features they see in their school and school grounds. • To answer simple questions, guided by the teacher. • To express their likes and dislikes about a specific place and its features. • To begin to look at, recognise and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. • To draw real or imaginary maps even if features are indistinguishable.	• To use directional and locational language to describe features and routes (real or imaginary) and respond to instructions. • To draw freehand maps (real or imaginary) using simple pictures or symbols and adding labels. • To recognise basic physical and human features on an aerial map. To use simple picture maps and plans to move around the school. • To use an atlas to locate the UK, its four countries and capital cities. • To use and make simple maps of the local area e.g. large scale, pictorial.	• To 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 describe and plan routes on a map. • To use world maps, atlases and globes to locate the world's seven continents and five oceans. • To use aerial photographs and plan perspectives to recognise local landmarks and basic human and physical features. • To draw a map using class agreed symbols to make a simple key. • To draw a simple sketch map using symbols to represent human and physical features. • To begin to draw objects to scale (eg. Show the playground is smaller than the school).
---	---	--	--	---

Knowledge		- Know that a map is a picture of a place. - Know some vocabulary to describe directions, even if used inaccurately (near, far, next to, close, behind).	- Know that atlases give information about the world and a map tells us information about a place. - Know that a map is a picture of a place, usually drawn from above. - Know that symbols are often used to represent features. - Know simple directional language (eg. Near, far, up, down, left, right, forwards, backwards). - Know what a sketch map is.	- Know that a globe is a spherical model of the Earth. - Begin to recognise world maps as a flattened globe. - Know that a compass is an instrument we use to find out which direction is North. - Know which direction is NSEW on a map. - Know that maps need a title and purpose. - Know that maps need a key to explain what the symbols and colours represent. - Know that an interview or questionnaire can be a way to find out people's views about their area.
Question	Ask questions about the world around them.			Recognising there are different ways to answer a question.
Observe	Commenting on the features they see in their school and school grounds			Discussing the features they see in the area surrounding the school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.
Measure	Answering simple questions, guided by a teacher	Asking and answering simple questions about the features of their school and school grounds.	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	
Record	Crating some of the features they notice their school and school grounds.	Drawing simple maps of the community local to Hatfield Peverel school.	Classifying the features they notice into human and physical with teacher support. Taking digital photos of geographical features in the locality.	

			Drawing some of the features they notice in their school and school grounds, in correct relation to each other on a simple sketch map.
Present	Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some its features.	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.

Vocabulary				
	Nursery	Reception	Year 1	Year 2
	big, small, near, far, in, on, under, home, outside, inside, weather, sun, rain, wind, snow, ground, sky, Spring, Summer, Autumn, Winter, season, hill, field, building, road, house, old, tree, leaf, flower, grass, soil, sand, water, pond, river, lake, country, world, place, environment, care, kind, respect, difference, same, compare, photo, picture, senses, nature	school, village, town, local area, community, map, globe, atlas, route, path, road, street, building, house, shop, garden, playground, environment, feature, special place, season, weather, spring, summer, autumn, winter, hot, cold, near, far, next to, close, behind, left, right, water, sea, ocean, lake, river, pond, land, world, country, difference, same, compare, observation, photo, picture, symbol, label	United Kingdom, UK, England, Scotland, Wales, Northern Ireland, capital city, London, Edinburgh, Cardiff, Belfast, country, city, town, village, landmark, seas, ocean, North Sea, Irish Sea, English Channel, Atlantic Ocean, map, atlas, globe, aerial view, sketch map, symbol, key, label, direction, route, near, far, left, right, forwards, backwards, up, down, season, weather, temperature, hot, cold, physical feature, human feature, environment, improve, compare, similarities, differences, Australia, Canada, world, location, local area,	continent, ocean, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, capital city, London, landmark, coast, countryside, city, town, village, factory, farm, house, office, port, harbour, shop, equator, North Pole, South Pole, hemisphere, globe, map, atlas, aerial view, compass, north, south, east, west, direction, route, title, key, symbol, scale, physical feature, human feature, beach, cliff, forest, hill, mountain, river, sea, soil, valley, vegetation, season, weather, climate, hot, cold, environment, habitat, sustainability, recycling, natural resources, population, transport, location, questionnaire, interview