



Westbury Infant School

Progression of Knowledge and Skills – Geography

These principles and features characterise this approach and convey how our curriculum is implemented:

Intent	Implementation	Impact
At Westbury Infants we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We pride ourselves on our creative learning environment and classroom working walls which highlight the breadth and depth of learning that takes place within a topic. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. To promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Westbury Infants and also to their further education and beyond.	At Westbury Infants, geography is taught in blocks throughout the year across a two-year cycle which builds children's understanding of the world around them from the Early Years Foundation Stage (EYFS) through Key Stage 1. In EYFS, pupils explore their immediate environment—their classroom, school, and local community—using practical activities, role play, and observation. They begin to notice people, places, and seasonal changes, developing vocabulary to describe the world around them. In Key Stage 1, children extend their learning to include the United Kingdom, continents, oceans, and contrasting locations, such as comparing Westbury with Kenya. Teaching is hands-on and experiential, including local walks, map work, weather monitoring, and observational tasks. Pupils are encouraged to ask questions, make observations, and record their findings using drawings, labelled maps, charts, and simple written explanations. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, prior learning is established which helps inform the planning and also ensures that lessons are relevant and take account of children's different starting points.	Geography at Westbury Infants school develops children's understanding of the world around them, starting with their local environment and extending to the wider world. Pupils gain knowledge of their local area, the United Kingdom, continents, oceans, and different countries, as well as an understanding of human and physical features, weather, and seasonal changes. Through engaging, hands-on activities, children develop key geographical skills such as observation, enquiry, mapping, and comparison. They learn to use geographical vocabulary accurately, describe and explain features of places, and make simple comparisons between locations. Fieldwork, local walks, and practical map work help children to connect classroom learning with real-world experiences. Geography also fosters social, cultural, and environmental awareness where children explore different ways of life and cultures, developing empathy and respect. Geography at Westbury Infants promotes curiosity, critical thinking, and a sense of place. It supports personal development by encouraging independence, confidence, and observational skills, laying the foundation for future learning and helping pupils to become responsible and informed citizens.

Progression of Knowledge and Skills	EYFS In reception, I am an early explorer who is excited and inquisitive to ask questions and learn about my local environment and the physical features within it in using all my senses. I will begin to use and understand different geographical sources (maps, books, videos) and create my own interpretations using various media and materials. I will draw on these skills to compare and contrast the places I have first-hand experience of, to those in the world that are different. I am able to: • Begin to look more closely at things to make more detailed observations. • Find out about features in the area in which I live e.g., visits, books, visitors, ICT • Talk about features of my immediate environment. • Talk about likes and dislikes of my immediate environment. E.g. I like the park; I don't like the litter. • Understand about seasonal changes e.g., snow comes in winter because its cold. • Talk about how environments might differ from one another. • Talk about how environments might be the same.	Key Stage 1 In KS1, I am an explorer who is excited and inquisitive about my local environment and the physical features within it. I will use and understand different geographical sources (maps, books, videos) to investigate the world around me. I will create my own maps and images using various media and materials. I will be fascinated by the places I learn about and want to compare and contrast the places I have learnt of to each other and to unfamiliar places around the world that I am just discovering. I will talk about what it would be like to visit places I have only heard of and inspired to travel in my future. I am able to: • Describe environments I have visited and those I have yet to visit • Discuss the impact of different environments on the communities that live there • Discuss the impact people have on the world they live in • Describe my local community • Use maps to find my way around and find the locations of places I am learning about • Recognise that map is a representation of a place. • Locate and name the continents and oceans of the world. • Draw picture maps of imaginary places and from stories. • Draw a map of a real or imaginary place. • Look down on objects to make a plan-view map. • Add detail to a sketch map from aerial photograph • Use a simple picture map to move around the school. • Follow a route on a map. • Use an atlas, Google Maps, google Earth, Route planners to locate and find out about places. • Begin to understand the need for a key. • Use symbols to make a simple key. • Follow directions (Up, down, left/right, forwards/backwards) • Follow directions including North, South, East, West.
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Assessment and Monitoring

* Sticky sticks' monitor understanding and reveal misconceptions, while book looks and classroom working walls show consistency in knowledge across year groups.

*Follow-up discussions and post-assessment activities reinforce knowledge and address gaps.

*Discussions with learners and teacher observations highlight understanding and retention of knowledge taught.

*Using working walls as prompts to revisit previously taught topics and to be able to recall key knowledge confidently.

Places & Our Environment	Our Wider World
Children develop a sense of place by exploring, observing and describing their immediate environment and begin to use simple maps and representations to understand where things are.	Children develop awareness that there are different countries and places in the world and begin to recognise similarities and differences between life here and life elsewhere.

Strand	Typical Starting Points	DP1	DP2	DP3	Statutory ELG
PCC KNOWLEDGE	• Talk about familiar places they visit. • Recognise familiar places in photographs or pictures. • Explore familiar surroundings and talk about things they see.	• I know my school and the area around me are places in my local environment. • I know places have different features. • I know there are different places beyond where I live.	• I know a country is a place with its own name, and I live in England, which is part of the United Kingdom. • I know some places are special to people because of their beliefs or experiences. • I know people in other countries may live in ways that are similar to and different from my life. • I know maps and photographs can help us find out about places.	• I know my immediate environment has different features and places that I can recognise and describe. • I know a map represents a place and uses pictures or symbols to show where things are. • I know life in another country can have similarities to and differences from life in this country. • I know stories, photographs, non-fiction texts and maps can help us find out about different places and communities.	People, Culture and Communities • 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.
PCC SKILLS		• I can talk about a familiar place and describe some things I notice there. • I can share what I like or notice about places I know. • I can use photographs, pictures or simple representations to talk about a familiar place.	• I can look closely at a place and describe some of its features. • I can ask questions and use stories, photographs, non-fiction texts or visitors to find out about people, communities and places. • I can talk about a place that is special to me or to other people.	• I can describe my immediate environment using what I have observed and found out. • I can make a simple representation or map of a familiar place and use pictures or symbols to show features.	

			• I can notice and talk about a similarity or difference between my life and life in another country. • I can use a simple map or representation to find or talk about a place.	• I can compare aspects of life in this country with life in another country. • I can use stories, photographs, non-fiction texts and simple maps to help me talk about different places and communities.	
ESSENTIAL VOCABULARY	place – somewhere we can be or go home – the place where someone lives special – important to someone	community – people who belong to a group or place local – near to where we live or go to school	country – a named part of the world where people live similar / different – what is the same and what is not the same	map – a picture or drawing that shows a place symbol – a picture or sign that stands for something route – the way we travel from one place to another	

Key Stage 1 – Knowledge – Cycle 1

Units of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	STICKY STICK RETRIEVAL	STICKY STICK RETRIEVAL	Geography – What do we know about our island home? 4 countries of UK and capital cities – I know the names of the four countries in the United Kingdom. – I know the capital city of each country in the United Kingdom. – I know the names of the seas around the United Kingdom.	STICKY STICK RETRIEVAL	Geography – Where is our school and what is it like in our town? Local study – Westbury and our school – I know how to use the compass points North, South, East, and West, and words like near, far, left, and right to talk about places on a map. – I know how to look at photos and maps to find landmarks and features. – I know how to make a simple map and use symbols in a key. – I know and can talk about human and physical features in the environment	STICKY STICK RETRIEVAL
			<u>Vocabulary</u> Aerial view – picture or view of the ground taken from high up in the air, similar to what a bird sees while flying. Coast – where the land meets the ocean or sea Landmark an object or feature of a landscape or town that is easily seen and recognized from a distance, Monarch – a king, queen, emperor, or empress who acts as the head of a country or kingdom		<u>Vocabulary</u> Navigate – a king, queen, emperor, or empress who acts as the head of a country or kingdom Location – a specific place, spot, or position where someone or something is found. Human feature – something made or built by people Physical feature – the natural parts of the Earth's landscape that were not made by people	

Key Stage 1 – Knowledge – Cycle 2

Units of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	STICKY STICK RETRIEVAL	Geography – Why does the weather change so much? Weather – seasonal Human/Physical features – I know that there are 4 seasons spring, summer, autumn and winter – I know there are different weather patterns in the UK (sun, rain, cloud, wind, snow) – I know that places near the equator are hot – I know that places near the Poles are cold <u>Vocabulary</u> Equator – the imaginary line that runs around the centre of the globe Forecast – a prediction about what the weather will be like in the future. Overcast – where the sky is completely covered with thick, grey clouds, blocking out the sun Coast – where the land meets the sea or ocean	STICKY STICK RETRIEVAL	STICKY STICK RETRIEVAL	Geography – How does living in Westbury compare to living in Kenya? 7 continents/5 oceans Comparison Westbury/Kenya – I know the names of the seven continents. – I know the names of the five oceans. – I know where the seven continents and five oceans are on a world map. – I know about the human and physical features about my local area. – I know how this place is the same as and different from a place in another country. – I know how to use a map or globe to find the UK and other places in the world. <u>Vocabulary</u> Continent – one of the seven, very large, solid areas of land on Earth, often separated by oceans Savanna – a hot, grassy plain with scattered trees, often called a tropical grassland	STICKY STICK RETRIEVAL

Key Stage 1 – Skills

	Year 1	Year 2
Observing places	I can describe places I have visited and identify their features.	I can make detailed observations and explain similarities and differences between places.
Asking geographical questions	I can ask questions about places and environments.	I can ask geographical questions and use different sources to find answers.
Using geographical vocabulary	I can describe human and physical features using geographical vocabulary.	I can confidently use geographical vocabulary to explain places and environments.
Fieldwork	I can observe and describe features during local walks and visits.	I can collect information through fieldwork and explain what I have found.
Comparing places	I can compare my local area with another place.	I can explain similarities and differences between places in the UK and around the world.
Using maps	I can use simple maps to find places and follow routes.	I can use maps, atlases, globes and digital maps to locate and investigate places.
Creating maps	I can draw simple maps using symbols.	I can draw maps with keys and increasing detail from observations and aerial photographs.
Using keys and symbols	I can use simple symbols to make a key.	I can create and use keys accurately when drawing maps.
Following directions	I can follow routes using positional language.	I can follow and give directions using North, South, East and West.
Using geographical sources	I can use photographs and maps to identify features.	I can use atlases, globes, aerial photographs and digital maps to investigate places.
Communicating findings	I can describe places using maps, drawings and simple explanations.	I can explain my geographical findings using maps, diagrams and appropriate vocabulary.