



**St Anne Line Catholic Infant School**  
**Geography Curriculum**  
**Progression of Knowledge, Skills and Vocabulary**

## School Mission, Vision and Context

### Mission Statement

With Jesus, We Love, We Learn, We Pray.  
Together, we grow Our School each day.

### Our Vision and Ethos

We aim to instil a love of learning, with Christ at the centre of all we do. Guided by the principle of 'En Magna Constantia'—In Great Constancy—we lay the foundation for a lifelong journey of discovery. We inspire resilience and independence in our learners, encouraging them to remain steadfast and always strive to reach their full potential, no matter the challenges they face.

### Context of our school

Our school serves a rich and diverse school community where families come from many different cultures and speak a wide variety of languages. Our mission is to serve the families of Basildon who would like their children to receive a Catholic education.

### This means in Geography

- Many children have well below average starting points and begin their geography learning journey with limited prior knowledge or experience of the subject.
- Our school's unique and diverse community enriches our geography curriculum, allowing pupils to explore and celebrate global cultures, similarities, and differences.
- We integrate cultural awareness into geography lessons, highlighting a range of countries, traditions, and languages represented in our school.
- Language development is embedded in geography teaching, and all pupils, including those with SEND, are supported in understanding geographical vocabulary and concepts.
- Our Catholic faith encourages respect and stewardship of the Earth, inspiring pupils to explore and care for the world around them through geography.

| 2-3 years   | 3-4 years  |
|---|--|
| <p>Across the year, children develop awareness of themselves, others, and the world around them. They explore family, friendships, and celebrations, notice changes in nature and seasons, link personal experiences to play, and show curiosity about natural processes. They enjoy small world play, imitate everyday events, and begin to understand safety and self-care in different environments.</p> | <p><b>People &amp; Communities</b><br/>           Across the year, children develop awareness of themselves, others, and the wider world. They learn about different celebrations, cultures, and places, explore occupations, listen to stories and begin to understand their local community and the world beyond.</p> <p><b>The Natural World</b><br/>           Across the year, children develop curiosity and understanding of the natural world. They explore weather, seasons, and natural processes.</p> |

**Reception**  
**Understanding the World - ELG: People, Culture and Communities and The Natural World**

Children at the expected level of development will be able to:

- 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 and ICT.
- 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.

| Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|---|---|--|--|--|--|
| <p><b><u>People, Culture and Communities</u></b><br/>           Children will have positive attitudes about our differences and similarities.</p> <p><b><u>The Natural World</u></b><br/>           Children will identify typical weather in Autumn for where we live.</p> | <p><b><u>People, Culture and Communities</u></b><br/>           Children will know that Basildon is in England.</p> | <p><b><u>People, Culture and Communities</u></b><br/>           Children will know the name of the road that our school is on.</p> <p>Children will explore aerial maps of our school and identify key features.</p> <p><b><u>The Natural World</u></b><br/>           Children will identify typical weather in winter for where we live and how we should dress.</p> | <p><b><u>People, Culture and Communities/The Natural World - using ICT</u></b><br/>           Children know we can use the internet to find out new information.</p> <p><b><u>The Natural World</u></b><br/>           Children will identify typical weather in Spring for where we live.</p> | <p><b><u>People, Culture and Communities/The Natural World - using ICT</u></b><br/>           Children know we can use the internet to find images and explore places far away.</p> <p><b><u>The Natural World</u></b><br/>           Children will know that the green on a globe is land and the blue is sea.</p> <p>Children will know that a globe shows different countries around the world.</p> | <p><b><u>People, Culture and Communities</u></b><br/>           Children will identify similarities and differences between life in Basildon and another country we choose as a class.</p> <p><b><u>The Natural World</u></b><br/>           Children will identify typical weather in Summer for where we live.<br/>           Children will be able to identify the different seasons and what the environment looks like.</p> |

## Geography Progression of Knowledge and Skills

### Geographical Skills & Fieldwork

#### Year 1

- To use simple compass directions and locational and directional language (*e.g. near, far, left, right*) to describe the location and features and routes on a map.
- To use world maps, atlases and globes to identify the United Kingdom and its countries.
- Use atlases and aerial photos to identify the United Kingdom and its countries
- Use simple observational skills to study the weather
- Use simple fieldwork and observational skills to study the geography of the area.

#### Year 2

- Use world maps, atlases and globes to identify the countries, continents and oceans studied.
- Use simple fieldwork and observational skills to study the geography of the area.
- Use simple fieldwork and observational skills to study the key human and physical features of the school and of its surrounding environment
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Revise and use simple compass directions taught in Year 1 (North, South, East and West) and locational and directional language (*near, far; left and right*) to describe the location of features on a map

### Locational Knowledge

#### Year 1

- To name, locate and identify characteristics of the four countries and capital cities of the UK and the surrounding seas.

#### Year 2

- To name and locate the world's seven continents and five oceans.

### Place Knowledge

#### Year 1

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

#### Year 2

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom: Basildon and Southend; and of a small area in a contrasting non-European country: Nigeria

## Human and Physical Geography

### Year 1

Use basic geographical vocabulary to refer to key physical features including: forest, hill, mountain, river, valley, sea, vegetation, season and weather and key human features including: city, town, village, factory, farm.  
Identify seasonal and daily weather patterns in the United Kingdom

### Year 2

Use basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, ocean, soil, and weather.  
Use basic geographical vocabulary to refer to: key human features including: harbour, port, office, town, shop, house.  
Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

## Geography Long Term Plan

| Year Group                   | Year 1  |   |   | Year 2  |  |   |
|------------------------------|---|---|---|---|--|---|
| Term                         | Autumn  | Spring  | Summer  | Autumn  | Spring   | Summer  |
| Topic                        | <b>Basildon and Thrissur</b>  | <b>The United Kingdom</b>   | <b>Weather</b>  | <b>Southend on Sea</b>  | <b>Countries and climates</b>  | <b>Continents and oceans</b>  |
| Overarching Enquiry Question | What is it like here?   | Where do I live?  | What's the weather?   | How can I find my way to Southend?  | Would you like to live in a hot or cold place?   | What makes our world wonderful?   |
| Key questions                | <p>What can we see in our classroom?</p> <p>What can we find in our school grounds?</p> <p>How do we feel about our town?</p> <p>Can we make our town even better?</p> <p>Is Basildon and Thrissur in Kerala in India similar?</p>                      | <p>What are the differences between a town and the countryside?</p> <p>Can you name the four countries of the UK and the surrounding seas?</p> <p>What are the key features of the countries in the UK?</p> <p>Can you name the capital cities of the UK?</p> | <p>What is weather?</p> <p>How does weather affect us?</p> <p>How is the weather different across the UK?</p> <p>What are weather dangers?</p>  | <p>What is the coast?</p> <p>How can we use a map to help us find the best route to Southend?</p> <p>How do people use Southend?</p> <p>Is Southend on Sea and Lagos in Nigeria similar?</p>  | <p>Where are some of the world's most amazing places?</p> <p>Where are the coldest places on earth?</p> <p>Where is the equator?</p> <p>Would you prefer to live in a hot or cold place?</p>   | <p>What are the continents and where are they?</p> <p>What are the oceans and where are they?</p> <p>What lives in our continents and oceans?</p> <p>Which continent would you travel to?</p> <p>Where in the world? (linked to maths - position and direction)</p> |
| Topic Knowledge              | <ul style="list-style-type: none"> <li>• An aerial photograph is a photograph taken from the air above.</li> <li>• A map is a picture of a place, usually drawn from above.</li> <li>• Symbols are often used on maps to represent features.</li> </ul> | <ul style="list-style-type: none"> <li>• I know that I live in the town called Basildon (or otherwise)</li> <li>• I know that I live in the country England</li> <li>• I can name and locate the 4 countries of the UK</li> </ul>                             | <ul style="list-style-type: none"> <li>• I know the weather is cold in Scotland, Warmer in the south of England, rainy in Northern Ireland, Cloudy and Windy in Wales.</li> <li>• Name the 4 seasons and</li> </ul> | <ul style="list-style-type: none"> <li>• The coast is a piece of land along the sea or ocean.</li> <li>• I know some physical features of the UK (mountain, hill, coast)</li> <li>• I know some human features of the UK (houses, bridges)</li> <li>• Maps need a key to</li> </ul> | <ul style="list-style-type: none"> <li>• I can name some countries of the world.</li> <li>• The Equator is an imaginary line around the middle of the Earth.</li> <li>• The North Pole is the northernmost point of the Earth and the South Pole is the</li> </ul> | <ul style="list-style-type: none"> <li>• Name and locate the seven continents.</li> <li>• Name and locate the five oceans.</li> <li>• Seas are part of oceans.</li> <li>• Locate places studied on a world map using their</li> </ul>                               |

|                  |   |  |   |  |   |  |
|------------------|---|--|---|--|---|--|
|                  | <ul style="list-style-type: none"> <li>I know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</li> </ul> | <ul style="list-style-type: none"> <li>I can name the capital cities of the UK</li> <li>I can name the surrounding seas</li> </ul> | <p>weather that occurs in each season</p> <ul style="list-style-type: none"> <li>Explain the effect of the weather on people</li> <li>I can identify 3 weather symbols used by forecasters</li> <li>Identify dangerous weather</li> <li>Suggest some ways for people to protect themselves from dangerous weather.</li> </ul> | <p>explain what the symbols and colours mean.</p> <ul style="list-style-type: none"> <li>A tally chart is a way of collecting data quickly.</li> </ul> | <p>southernmost point of the Earth.</p> <ul style="list-style-type: none"> <li>Different parts of the world have different weather conditions because of where they are located.</li> <li>The UK has a temperate climate - neither hot nor cold.</li> </ul> | <p>location in relation to the equator to decide if places are likely to be hot or cold.</p> |
| Curriculum Links | Maths - directions  | Art - mapping it out<br>Maths<br>English   | Science - Seasonal changes<br>English - speaking (weather forecaster)   | Maths<br>Art<br>English  | Science<br>Art<br>English   | Science<br>Art<br>Maths  |

## Book Links

| Year Group | Year 1  |   |   | Year 2  |   |   |
|------------|---|---|---|---|---|---|
| Term       | Autumn  | Spring  | Summer  | Autumn  | Spring  | Summer  |
| Book Link  |  |  |  |  |  |  |

## Vocabulary

| Year Group | Nursery   |   |   | Reception  |  |  |   |
|------------|---|---|---|--|--|--|---|
| Term       |   |   |   | Autumn   | Spring   | Summer   |   |
| Vocabulary | Children use simple locational language such as <i>home, school, near, far, map, road, town, weather, hot, cold.</i>  |   |   | same<br>similar<br>culture<br>Basildon<br>town<br>map<br>near<br>live  | different<br>community<br>tradition<br>England<br>country<br>local<br>far  | road<br>aerial<br>view<br>building<br>internet<br>safe<br><br>address<br>map<br>above<br>route<br>information<br>explore   | world<br>continent<br>country<br>weather<br>compare<br>similar<br>different<br>culture<br>language<br>transport<br><br>globe<br>ocean<br>climate<br>journey |
| Year Group | Year 1  |   |   | Year 2   |  |  |   |
| Term       | Autumn  | Spring  | Summer  | Autumn   | Spring   | Summer   |   |
| Vocabulary | aerial photograph<br>aerial view<br>forest,<br>hill,<br>mountain, river,<br>sea,<br>city,<br>town,<br>village,<br>factory,<br>farm,<br>directional<br>language,<br>features,<br>improve,<br>location,<br>map,<br>symbol | Urban<br>Rural<br>town<br>countryside<br>United Kingdom,<br>England, Northern<br>Ireland, Scotland,<br>Wales, The North<br>Sea, The English<br>Channel, The Irish<br>Sea, The North<br>Atlantic Ocean | Weather, seasons,<br>temperature/<br>thermometer, sun,<br>rain, thunder, snow,<br>wind. etc. autumn,<br>winter, spring,<br>summer, affect.<br>forecast, symbols,<br>Dangerous,<br>flooding, drought,<br>blizzard, heatwave,<br>protect. | human feature<br>physical feature<br>town<br>city<br>coast<br>harbour<br>cliffs<br>beach<br>compass<br>travel/transport<br>symbols<br>pier<br>Thames estuary<br>landmark<br>similarities<br>differences<br><br>river | locate<br>human feature<br>physical feature<br>landmark<br>country<br>aerial photograph<br>climate<br>compass<br>North Pole, South Pole<br>map<br>ocean<br>weather<br>arid<br>desert<br>savannah<br>vegetation<br>grasslands<br>rainforest<br>polar<br>temperate/mild<br>rain gauge<br>thermometer<br>temperature<br><br>tropical<br>Equator | continent<br>points<br>equator<br>The United Kingdom<br>sea<br>ocean<br>physical feature<br>human feature<br><br>compass<br>northern and<br>southern hemisphere<br>climate<br>data |   |