



Barnett Wood Infant School

Progression of Knowledge and Skills Document



Geography

By the end of Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Our scheme of Learning follows the National Curriculum. It allows for appropriate sequencing and aims to secure long-term memory as well as the enjoyment of learning geography.

Our curriculum:

- Equips children with an understanding of diverse places, people, resources and environments.
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments.
- Develops an understanding that the Earth's physical features are interconnected and change over time.
- Encourages exploration of their own environment and supports children to make connections between their local surroundings and that of contrasting settlements.
- Systematically develops the disciplinary knowledge of: asking enquiry questions, collecting, analysing and interpreting data through fieldwork;
- Interpreting maps, diagrams, globes and aerial photographs; communicating geographical information in a variety of ways, evaluating and debating ideas and the impact of processes, phenomena and humans on the world.

Substantive and Disciplinary Knowledge

Substantive knowledge sets out the subject-specific content that is to be learned - i.e. the geography National Curriculum. It is the 'know what' and 'know how' of geography. This can be divided into Declarative knowledge ('know what') and procedural knowledge ('know how'). Declarative knowledge includes: locational knowledge, place knowledge, and human and physical processes - i.e. they are the facts of geography that can be declared. Declarative knowledge enables pupils to 'know like a geographer'. The fourth substantive knowledge strand of the National Curriculum is 'Geographical skills and fieldwork', which can be termed procedural knowledge - this is about 'knowing how to do geography' (e.g. knowing how to draw a map; knowing how to conduct a survey; knowing how to measuring rainfall).



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Disciplinary knowledge considers how substantive knowledge originates, is debated and is revised - i.e. how we create, contest and evaluate substantive knowledge over time. Disciplinary knowledge tells us how we know what we know; it is through disciplinary knowledge that pupils learn the practices of geographers. It gives an insight into the ways that geographers think - how they question, collect, analyse, interpret, evaluate, communicate and debate, and in doing so, how the facts of geography are established and revised. In other words, disciplinary knowledge is about understanding how to think about and find out about the world geographically. Disciplinary knowledge enables one to 'think like a geographer'. Strands of the curriculum that come under the umbrella of disciplinary knowledge include:

- Asking geographical enquiry questions.
- Collecting, analysing and interpreting data through fieldwork and related activities.
- Interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS.
- Analysing data and communicating geographical information in a variety of ways, including through constructing maps, charts and graphs, and writing at length.
- Critically evaluating and debate the impact of geographical processes.

EYFS

In EYFS, geographical learning begins in 'Understanding the World' where children begin to make sense of their local surroundings, community and the wider world. By engaging with a broad selection of observations, discussions, stories, non-fiction text and maps, children learn talk about similarities and differences between people around them and their role in society. In each of the overarching half termly themes, children explore ideas relating to geography and their place in the world. Examples include: Around the World: children begin to recognise similarities and differences between life in the U.K and life in other countries Festivals and Celebrations: learning about significant events such as Chinese New Year and Diwali. Seasons: children learn about the changing seasons and weather pattern they can see and describe. The stories and language frames used in EYFS allow modelling and repetition of phrases that help children understand the concepts of different environments and the natural world and develop their vocabulary. By manipulating (playing with) maps and looking at pictures, children have their first introduction to geographical concepts. All areas of learning and development at the Foundation Stage are interconnected so through engaging in activities linked to geography and geographical enquiry, children not only learn about the world around them but also develop disciplinary skills in all areas.

Reception - Understanding the World:

- 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



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EGL-

Characteristics or Effective Learning; The ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Understanding the World

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

The Natural World:

- 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.

KS1- National Curriculum

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:

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



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- ♣ 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

- ♣ 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.

Adapting the curriculum for pupils with SEND in geography

- Adaptive teaching takes place.
- For sensory or physically impaired pupils, geography learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be Geography Progression of Knowledge smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support

		EYFS	Year 1
Locational and Place Knowledge	Substantive Knowledge	<ul style="list-style-type: none">• Know there are different types of housing• Know they live in Ashtead• With help, locate Ashtead on a map• Know where the local shops are• Know why there is a need for shops, schools, churches, etc.• Know there are different places on the globe (land and water)	<ul style="list-style-type: none">• Know the names of the four countries that make up the UK• Know the names of the three main seas that surround the UK• Know some of the characteristics associated with a coastal place in comparison to where they live• Know features of hot and cold places in the world• Know where the equator, North Pole and South Pole are on a globe



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	Disciplinary Knowledge	<ul style="list-style-type: none">• Look at simple maps and globes identifying land types and the sea• Use comparative language to describe objects as near or far away• Describe from photographs different environments around the world• Describe where they live and the surrounding area – shops, roads, parks etc	<ul style="list-style-type: none">• Understand that maps and the globe are used to locate key places around the world.• Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.
Vocabulary		house, room, garden, school, playground, park, road, shop, hospital, village, hard, soft, heavy, light, smooth, rough, light, dark, wet, dry, people, person, animal, plant, flower, tree	world, Earth, continent, ocean, country, capital city, United Kingdom, England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast), Africa, Antarctica, Australasia (Oceania), Europe, North America, South America, Pacific, Atlantic, Indian, Southern (Antarctic), Arctic, city, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, natural, man-made, sand, oil, metal, wood, stone, concrete, glass, leather, plastic, paper
Human and Physical Geography	Substantive Knowledge	<ul style="list-style-type: none">• Talk about features of the school environment (hall, playground, office etc.)• Understand there is a range of transport available locally and these serve different purposes• Understand that the weather changes with the seasons. (linked to walks in school/local area)• Make observations of plants and weather in their environment and talk about changes.• Begin to use some geographical language: forest, sea, ocean, river• Know some similarities and differences between different religious and cultural communities in this	<ul style="list-style-type: none">• Use basic geographical vocabulary to refer to key human features, including: house, farm, office, shop, factory• Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean• Know which is the hottest and coldest season in the UK• Know and recognise main weather symbols



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		country, drawing on their personal experiences and what has been read in class.	
	Disciplinary Knowledge	<ul style="list-style-type: none">• Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches)• Describe vegetation in a variety of different photographs from around the world and comment on sizes, shapes and weather	<ul style="list-style-type: none">• Begin to appreciate the different weather patterns in the UK• Appreciate that there are extremes of weather close to the equator and at both the North and South Poles
Vocabulary		now, then, young, old, baby, child, adult, sister, brother, Mum, Dad, Aunt, Uncle, Grandparent, family	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop, summer, autumn, winter, spring, wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold
Geographical Skills and Fieldwork	Substantive Knowledge	<ul style="list-style-type: none">• Walk around the local area noticing features• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps• Devise simple maps and sketches-not to scale- and create own symbols to represent features on the map	<ul style="list-style-type: none">• To know how to use maps and atlases to identify the United Kingdom and its countries and seas• Locate hot and cold areas of the world in relation to the Equator and the North and South Poles
	Disciplinary Knowledge	<ul style="list-style-type: none">• Make simple pictorial representations or chart of observations or information gathered• Label simple diagrams and pictures• Discuss elements in photographs – weather, hot, cold, etc.• Describe and experiment with direction of movement• Use a magnifying glass.• Use a camera to take still and moving images	<ul style="list-style-type: none">• Talk about the main differences between a world map and a globe



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		<ul style="list-style-type: none">• Add detail to a map of a familiar place – bedroom, classroom• Use simple positional cues – gives directions around the room or a space	
Vocabulary		map, sketch map, plan, picture	map, sketch map, plan, birds eye view, position, location, direction, route, path, direction, navigate, symbol, key, coordinates, north, south, east, west, forwards, backwards, left, right, near, far

		Year 1	Year 2
Locational and Place Knowledge	Substantive Knowledge	<ul style="list-style-type: none">• Know the names of the four countries that make up the UK• Know the names of the three main seas that surround the UK• Know some of the characteristics associated with a coastal place in comparison to where they live• Know features of hot and cold places in the world• Know where the equator, North Pole and South Pole are on a globe	<ul style="list-style-type: none">Know the names of and locate the seven continents of the world• Know the names of and locate the five oceans of the world• Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland• Know why so many important buildings are located in London• Know the name of the nearest town• Know their address, including postcode• Understand why it is important for all streets to have a name, including post code• Be able to follow a simple road map and recognise key landmarks, such as a church• Talk about the features in their local environment



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			<ul style="list-style-type: none">• Know the main differences between the climate and features of a place in England and that of a small place in a non-European country (Kenya)• Know how to create simple maps with a common key e.g. treasure Island map
	Disciplinary Knowledge	<ul style="list-style-type: none">• Understand that maps and the globe are used to locate key places around the world.• Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.	<ul style="list-style-type: none">• Understand that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth• Contrast a place they know well with another they are not familiar with, using maps, photographs, and videos to help make comparisons• Understand why it is important for all streets to have a name, including post code• Be able to follow a simple road map and recognise key landmarks, such as a church• Talk about the features in their local environment• Observe and record information about the local area, i.e. types of shops, bus stops etc.• Take photographs of locally interesting geographical features• Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.
Vocabulary		world, Earth, continent, ocean, country, capital city, United Kingdom, England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast), Africa, Antarctica, Australasia (Oceania), Europe, North America, South America, Pacific, Atlantic, Indian, Southern (Antarctic), Arctic, city, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, natural, man-made,	Additional Year 2 Vocabulary: culture, language, religion, development (standard of living), education, employment



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		sand, oil, metal, wood, stone, concrete, glass, leather, plastic, paper	
Human and Physical Geography	Substantive Knowledge	<ul style="list-style-type: none">• Use basic geographical vocabulary to refer to key human features, including: house, farm, office, shop, factory• Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean• Know which is the hottest and coldest season in the UK• Know and recognise main weather symbols	<ul style="list-style-type: none">• Know that geographical features are classified as human and physical and give examples of each.• Know the main differences between city, town, village and hamlet• Know some of the advantages and disadvantages of living in a city, town, village or hamlet.
	Disciplinary Knowledge	<ul style="list-style-type: none">• Recognise some human and physical features• Begin to appreciate the different weather patterns in the UK• Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles	<ul style="list-style-type: none">• Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people• Recognise key differences between the 4 key settlements
Vocabulary		beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop, summer, autumn, winter, spring, wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold	Additional Year 2 Vocabulary: thermometer, temperature, degrees, rainfall, lowest, highest
Geographical Skills and Fieldwork	Substantive Knowledge	<ul style="list-style-type: none">• Know how to use maps and atlases to identify the United Kingdom and its countries and seas	<ul style="list-style-type: none">• Know how to locate the nearest town or city on a map of the UK• Devise a simple route around school• Know how to create simple maps with a common key e.g. treasure Island map• Know their address and postcode.• Follow simple maps• Talk about the features in their local environment



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			<ul style="list-style-type: none"> • Talk about the main differences between a world map and a globe • Know the points of a compass (N, S E W)
	Disciplinary Knowledge	<p>Talk about the main differences between a world map and a globe</p> <ul style="list-style-type: none"> • Use simple directional and locational language (e.g. near and far, left and right). 	<ul style="list-style-type: none"> • Use simple atlases to locate some places in the U.K. • Understand why it is important for all streets to have a name, including post code • Be able to follow a simple road map and recognise key landmarks e.g. church • Classify features in the local environment as physical or human features • Observe and record information (including using technology) about the local area, e.g.. types of shops, bus stops etc. • Study aerial photographs and use locational and directional language when doing so • Use Google Earth/Digimaps to find features in their locality • Use simple compass directions (North, South, East and West) and locational and directional language [e.g., near and far; left and right], to describe the location of features and routes on a map.
Vocabulary		map, sketch map, plan, birds eye view, position, location, direction, route, path, direction, navigate, symbol, key, coordinates, north, south, east, west, forwards, backwards, left, right, near, far	Additional Vocabulary for Year 2: ordinance survey map, thermometer, temperature, degrees, rainfall, lowest, highest
Geographical Enquiry	Substantive Knowledge		
	Disciplinary Knowledge	<ul style="list-style-type: none"> • Teacher led enquiries, to ask and respond to simple closed questions. • Use information books as sources of information. 	<ul style="list-style-type: none"> • Children encouraged to ask simple geographical questions; Where is it? What's it like?



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		<ul style="list-style-type: none">• Investigate their surroundings.• Make observations about where things are e.g. within school, local area.	<ul style="list-style-type: none">• Use books, stories, maps, pictures/photos and internet as sources of information.• Investigate their surroundings• Make appropriate observations about why things happen.• Make simple comparisons between features of different places.
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		Year 2	Year 3
Locational and Place Knowledge	Substantive Knowledge	<p>Know the names of and locate the seven continents of the world</p> <ul style="list-style-type: none">• Know the names of and locate the five oceans of the world• Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland• Know why so many important buildings are located in London• Know the name of the nearest town• Know their address, including postcode• Understand why it is important for all streets to have a name, including post code• Be able to follow a simple road map and recognise key landmarks, such as a church• Talk about the features in their local environment• Know the main differences between the climate and features of a place in England and that of a small place in a non-European country (Kenya)	<ul style="list-style-type: none">• Know that the UK is a country in Europe• Know how to locate European capital cities on a map• Identify the difference between a continent, country and capital city• Know how to identify European countries on a map• Locate volcanoes in relation to the northern and southern hemispheres, and the equator.



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		<ul style="list-style-type: none">• Know how to create simple maps with a common key e.g. treasure Island map	
	Disciplinary Knowledge	<ul style="list-style-type: none">• Understand that the globe represents the Earth as it is and that maps are a representation in2D of parts of the Earth• Contrast a place they know well with another they are not familiar with, using maps, photographs, and videos to help make comparisons• Understand why it is important for all streets to have a name, including post code• Be able to follow a simple road map and recognise key landmarks, such as a church• Talk about the features in their local environment• Observe and record information about the local area, i.e. types of shops, bus stops etc.• Take photographs of locally interesting geographical features• Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc.	<ul style="list-style-type: none">• Understand that countries have defined borders and that each country has its own government or equivalent
Vocabulary		Additional Year 2 Vocabulary: culture, language, religion, development (standard of living), education, employment	Europe, Italy (Rome), France (Paris), Spain (Madrid), Turkey, South America, Argentina (Buenos Aires), Brazil (Sao Paolo, Rio De Janeiro), Chile, Colombia, Peru, North America, Canada (Ottawa), United States of America (Washington), Mexico (Mexico City), Central America, Guatemala, Honduras, Belize, equator, northern hemisphere, southern hemisphere, climate, warm, dry, wet, humid, human feature, physical feature, region, settlement, community, population, government, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, landform, ocean, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, equator, northern



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			hemisphere, southern hemisphere, climate, tropical, temperate, polar, vegetation, biome, aquatic, desert, forests, rainforest, forest, woodland, grasslands, tundra
Human and Physical Geography	Substantive Knowledge	<ul style="list-style-type: none">• Know that geographical features are classified as human and physical and give examples of each.• Know the main differences between city, town, village and hamlet• Know some of the advantages and disadvantages of living in a city, town, village or hamlet.	<ul style="list-style-type: none">• Know about the key human and physical differences between living in the UK and a different European country, including flags, currencies and governments.• Describe some of the geographical features of Europe• Describe and understand key aspects of climate zones• Know that people's jobs are determined by where they live• Label the different parts of a volcano• Know the three main types of volcanoes• Know what causes a volcano to erupt and what happens during an eruption Know what causes an earthquake• Know the world's countries sit on large tectonic plates• Name the tectonic plates and countries that lie on them• Know there are three plate boundaries• Know that animals and plants adapt to live near volcanoes.
	Disciplinary Knowledge	<ul style="list-style-type: none">• Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people• Recognise key differences between the 4 key settlements	<ul style="list-style-type: none">• Begin to appreciate why physical and human features will be different around the world• Recognise how human geographical features are determined by location and may change over time• Understand and interpret cross-section diagrams



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			<ul style="list-style-type: none">• Recognise how living things adapt to their environment how living things adapt to living near volcanoes
Vocabulary		Additional Year 2 Vocabulary: thermometer, temperature, degrees, rainfall, lowest, highest	human feature, physical feature, region, settlement, community, population, government, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, ocean, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, northern hemisphere, southern hemisphere, climate, vegetation, biomes, tropical, temperate, polar, rainforests,
Geographical Skills and Fieldwork	Substantive Knowledge	<ul style="list-style-type: none">• Know how to locate the nearest town or city on a map of the UK• Devise a simple route around school• Know how to create simple maps with a common key e.g. treasure Island map• Know their address and postcode.• Follow simple maps• Talk about the features in their local environment• Talk about the main differences between a world map and a globe• Know the points of a compass (N, S E W)	<ul style="list-style-type: none">• Know how to use maps and atlases to locate European countries and capitals• Know how to use a globe to gain a better understanding about countries' location• Use maps to locate European countries and capitals• Talk about the features in their local environment and compare it with another they know• Introduce the concepts of compass points• Use digital mapping to locate European landmarks, using different online features
	Disciplinary Knowledge	<ul style="list-style-type: none">• Use simple atlases to locate some places in the U.K.• Understand why it is important for all streets to have a name, including post code• Be able to follow a simple road map and recognise key landmarks e.g. church• Classify features in the local environment as physical or human features	<ul style="list-style-type: none">• Use maps to locate world countries and capitals• Use a globe to gain a better understanding about countries' location (USA and Russia, for example)• Talk about the features in their local environment and compare it with another they know• Create a report focusing on geographical features



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		<ul style="list-style-type: none">• Observe and record information (including using technology) about the local area, e.g.. types of shops, bus stops etc.• Study aerial photographs and use locational and directional language when doing so• Use Google Earth/Digimaps to find features in their locality• Use simple compass directions (North, South, East and West) and locational and directional language [e.g., near and far; left and right], to describe the location of features and routes on a map.	
Vocabulary		Additional Vocabulary for Year 2: ordinance survey map, thermometer, temperature, degrees, rainfall, lowest, highest	table, diagram, pictogram, bar graph, line graph, pie chart, data, atlas, map, aerial photograph, birds eye view, scale, key, symbols, equator, northern hemisphere, southern hemisphere, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), four figure grid reference, grid box, eastings, northings, thermometers, temperature, degrees, rain gauge, rain fall, centimetres (cm), millimetres (mm) lowest, highest, average
Geographical Enquiry	Substantive Knowledge		
	Disciplinary Knowledge	<ul style="list-style-type: none">• Children encouraged to ask simple geographical questions; Where is it? What's it like?• Use books, stories, maps, pictures/photos and internet as sources of information.• Investigate their surroundings• Make appropriate observations about why things happen.	<p>Begin to ask/initiate geographical questions.</p> <ul style="list-style-type: none">• Use books, stories, atlases, pictures/photos and Internet as sources of information. Investigate places and themes at more than one scale• Begin to collect and record evidence



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		<ul style="list-style-type: none">• Make simple comparisons between features of different places.	<ul style="list-style-type: none">• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.
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