Geography

Curriculum progression Map

Level expected at the end of EYFS - We have selected the Early Learning Goals that link most closely to the Geography National Curriculum.

Understanding the World (People, Culture and Communities)	Understanding the World (The Natural World)
• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught: **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;	Pupils should be taught: **Locational Knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

• 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.	**Place Knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Human and Physical Geography** • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical Skills and Fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Knowledge / Skills to be covered *(*Taken from Hants Doc. Primary Geography Curriculum Guide)*

Map, globe and photograph skills	**Yr R Children can:** a. Can recognise a globe and map of the world. b. Use basic directional language, up, down, right, left, under and around. c. Can draw a simple map using imagination or knowledge of a specific place, e.g playground or bedroom. d. Can ask and answer questions about places, features and environments.
	Yr 1Children can: a. Can use picture maps and globes. b. Can identify the world's five oceans and seven continents on a map. c. Can use simple directional language: near, far, left and right to describe basic human and physical features. d. Can use plan perspectives to recognise landmarks and basic human and physical features. e. Can draw basic maps and create own symbols. f. Can ask questions about specific places and environments.
	Yr 2 Children can: a. Can use a simple atlas. b. Can identify the UK, it's countries and the comparison area of the UK a contrasting non-European country. c. Can use the four-point compass directions. North, South, East and West to describe location of features and routes on a map. d. Can use aerial photographs to recognise landmarks and basic humans and physical features. e. Can draw a simple map and use agreed realistic, in line with Ordinance Survey (OS) map, symbols to make a simple key. f. Can ask a series of questions about places and environments.
Fieldwork	**Yr R Children can:** a. Can make basic observations about the environment they are in. b. Can draw a basic sketch showing some key features of the environment they are in or know. c. Can measure using simple words and simple recordings. d. Can work in a group to ask and answer questions.
	Yr 1Children can: a. Can make simple observations. b. Can use a photo, video or audio taken by an adult as evidence of what they have seen. c. Can draw a simple sketch map showing key features of the school, its grounds and surrounding environment. d. Can measure using simple words and frequency recordings. e. Can reach a simple conclusion to the field word question or prediction.
	Yr 2 Children can: a. Can make detailed observations. b. Can use a camera, video or audio to gather evidence of what they have seen. c. Can draw a sketch map with labels showing the key features of the school, its grounds and surrounding environments. d. Can measure using a guided tally and standard units such as minutes and metres. e. Can present findings simply using maps and graphs. f. Can reach a simply described conclusion to the fieldwork question or prediction.

Continents, oceans and the United Kingdom (UK) countries and their local area	**Yr R Children can:** a. Can know about the similarities and differences in relation to places, objects, materials and living things. b. Can talk about the features of their own immediate environment and how environments might vary from one another. c. Can make observations of animals and plants and explain why some things occur, and talk about changes.
	Yr 1 Children can: a. Can name and locate the world's seven continents and five oceans. b. Can locate hot and cold areas of the world in relations to the equator and the North and South Poles. c. Can name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
	Yr 2 Children can: a. Can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. b. Can identify seasonal and daily weather patterns in the UK. c. Can understand similarities and differences through studying the human and physical geography of a small in a contrasting non-European country.

	Year R		Year 1		Year 2	
	Topic	**NC link & Skills**	**Topic**	**NC link & Skills**	**Topic**	**NC link & Skills**
Autumn 1	All about me	**Understanding The World** Navigating around our classroom, school and outdoor area. Teddy Hunt. Looking at ways in which we all travel to school and the mode of transport they have used. Introduce the children to a range of transport and where they can be found. **Skills b c d a b c d a b**	Traditional tales Pirates		Let's go wild	
Autumn 2	Autumn When I grow up Christmas	**Understanding The World** Take the children to places of worship and places of local importance in the community. Looking at Christmas here and around the world comparing the similarities and differences. **Skills b d a b c d a b**	It's a wonderful world	**Oceans and continents** **NC LINKS** To 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. To name and locate the world's seven continents and five oceans. To use basic geographical vocabulary to refer to: key physical features and human features. To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Poles Apart	**Arctic/Antarctica** **NC LINKS** Can use the four-point compass directions. North, South, East and West to describe location of features and routes on a map. Can understand similarities and differences through studying the human and physical geography of a small in a contrasting non-European country.

				Skills a b c f a b		To use world maps, atlases and globes to identify the countries studied at this key stage. Can use a simple atlas. **Skills a c c**
Spring 1	Winter In the past	**Understanding The World** **To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.** Use beebots on simple maps. Encourage the children to use navigational language. **Skills b d a b c d a b c**	Space		Great Fire of London	
Spring 2	Paddington Book Week Easter Spring	**Understanding The World** Talk about contrasting environments. **Skills b c d a b c d a b**	Castles		Twisted tales	
Summer 1	Spectacular stories	**Understanding The World** Three Pigs walk around Hatch Warren. Making a map of our route from the school to the Portsmouth Arms. **Stories from around the world.** **Share non-fiction texts that offer an insight into contrasting environments.**	Farms	**Our local environment** **NC LINKS** To 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. To use aerial photographs and plan perspectives to recognise	Come outside	Basingstoke local study Weather patterns

		Skills a d a b c d a b c		landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To 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. To use basic geographical vocabulary to refer to: key physical features and human features. **Skills a c d e f a b c d e c**		
Summer 2	Under the sea Summer	**Understanding The World** **Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.** **Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.** **Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.** **Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?** **Skills a c d a b c d a b**	Once Upon a time	**Countries of UK and capital cities**	Summer Fun	**The seaside** **NC LINKS** To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. To use basic geographical vocabulary to refer to: key physical features and human features.

		c d				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 routes on a map. To identify seasonal and daily weather patterns in the United Kingdom. To 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. **Skills a c f a b c d e f a b**