

EYFS and KS1 Geography CURRICULUM PROGRESSION MAP

Our intent in teaching Geography is to encourage children to think globally as well as locally to develop a greater understanding and knowledge of our world. We strive to inspire children to ask how and why the world is the way it is today, and what needs to change to sustain this in the future.

	Year R	Year 1	Year 2
Autumn Term	<p align="center"><u>Natural World</u></p> <p>In this topic, children will learn: About the woodland and woodland habitats and animals. Within this, children will explore the natural world around them, making observations and drawing pictures of animals and plants. The children explore the school ground observing the autumnal changes. <i>*I can use key vocabulary to name some woodland animals. * I can identify some signs of the season of autumn.</i></p>	<p align="center"><u>Where is our School?</u></p> <p>In this topic, children will learn: Geographical skills and fieldwork To recognise similarities and differences in their immediate environment. Talk about and find their way around school showing an awareness of where things belong and the people within the school. Develop maps of their local environment. Locational Knowledge Name and locate the four countries making up the United Kingdom. <i>*I can explain where my school is, naming the country it is in and locating the four countries making up the United Kingdom.</i></p>	<p align="center"><u>Why is our world wonderful?</u></p> <p>In this topic, children will learn: Geographical skills and fieldwork What is unique about the local area by using 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 simple compass directions and locational and directional language. 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. Locational knowledge About the world's wonders, the names and locations of the world's oceans. <i>*I can name key human and physical features about the local area and make a map with a key. *I can name the world's oceans and locate them on a map.</i></p>
Spring Term	<p align="center"><u>What is the same/different about Handa's life and our lives?</u></p> <p>In this topic, children will learn: About the different types of houses, exploring Handa's home and the climate in which she lives. The physical features of Handa's surrounding compared to their immediate environment. As well as comparing the differences in foods and animals in each environment. <i>*I can describe how my immediate environment is different to Handa's.</i></p>		<p align="center"><u>Comparing North Camp with Kenya</u></p> <p>In this topic, children will learn: Place knowledge About a contrasting country to understand geographical similarities and differences through studying the human and physical geography of North Camp and Kenya. Human and physical geography To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. Key geographical vocabulary to describe the human and physical features of North Camp and Kenya. <i>*I can use key geographical vocabulary to describe the human and physical features of North Camp and Kenya.</i></p>
Summer Term	<p align="center"><u>The similarities and differences in countries</u></p> <p>In this topic, children will learn:</p>	<p align="center"><u>UK and surrounding Seas</u></p> <p>In this topic, children will learn:</p>	<p align="center"><u>What is it like to live by the coast?</u></p> <p>In this topic, children will learn:</p>

	<p>Their own and their peer's origin countries by exploring photos, artifacts and traditional dress provided by our families. Children will also learn about the similarities and differences of being a child in the different countries. Discussions around weather, food and culture provide the children with an understanding of the world around them.</p> <p><i>*I can begin to explain similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></p> <p style="text-align: center;"><u>Eddie the Penguin</u></p> <p>In this topic, children will learn: About citizenship and how they can make a difference in preserving the natural world. <i>*I can say how I can reduce, reuse or recycle.</i></p>	<p>Geographical skills and fieldwork To use resources that are given to them, and their own observations, to ask and respond to questions about places and environments. Use maps, atlases, globes and digital mapping to locate the UK and its surrounding seas.</p> <p>Place Knowledge Talk about people and places beyond their local environment.</p> <p>Locational Knowledge Name and locate the four countries making up the United Kingdom. To locate and name the seas surrounding the UK. <i>*I can locate and name seas surrounding the UK.</i></p> <p style="text-align: center;"><u>Weather and Seasons</u></p> <p>In this topic, children will learn: Human and physical geography</p> <p>Weather and seasons 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. <i>*I can locate the equator and the north and south pole on a map.</i></p>	<p>Human and physical geography Key geographical vocabulary to describe the human and physical features of the Jurassic Coast.</p> <p>Locational Knowledge To name and locate continents and oceans of the world learn about the physical features of the Jurassic Coast.</p> <p>Geographical skills and fieldwork To use maps and 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. <i>*I can use maps and aerial photographs to name landmarks of the Jurassic Coast.</i></p>
<p>NC End of Key Stage Expectations</p>	<p>By the end of EYFS children should be taught to:</p> <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. 	<p>By the end of KS1 children should be taught to: 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. Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 	



	<ul style="list-style-type: none">• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<ul style="list-style-type: none">• 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 Geography – key stages 1 and 2 3• 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.
--	--	--