



## Geography Progression & Coverage Document

### Curriculum Objectives

EYFS	KS1
<p><b>Birth to three:</b></p> <ul style="list-style-type: none"><li>• Explore and respond to different natural phenomena in their setting and on trips.</li></ul> <p><b>3 and 4 year olds:</b></p> <ul style="list-style-type: none"><li>• Use all their senses in hands-on exploration of natural materials.</li><li>• Explore collections of materials with similar and/or different properties.</li><li>• Talk about what they see, using a wide vocabulary.</li><li>• Begin to understand the need to respect and care for the natural environment and all living things.</li><li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li></ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"><li>• Draw information from a simple map.</li><li>• Recognise some similarities and differences between life in this country and life in other countries.</li><li>• Explore the natural world around them.</li><li>• Recognise some environments that are different from the one in which they live.</li><li>• Understand the effect of changing seasons on the natural world around them.</li></ul> <p><b>ELG:</b></p> <p><b>People, Culture and Communities Children at the expected level of development will:</b></p> <ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li><li>• 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.</li></ul>	<p><b>Pupils should be taught to:</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"><li>• name and locate the world’s seven continents and five oceans</li><li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li></ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"><li>• 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</li></ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• use basic geographical vocabulary to refer to:<ul style="list-style-type: none"><li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li><li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li></ul></li></ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• 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</li></ul>



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<p><b>The Natural World Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• 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;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
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Objectives				
	YN As a geographer ...	YR As a geographer ...	KS1 Cycle A As a geographer ...	KS1 Cycle B As a geographer ...
<b>Locational Knowledge</b>	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <b>(Sum 2 / What can I do with water?)</b>	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; <b>(Spr 2 / Twinkl, Twinkl, little star, how I wonder what you are)</b>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <b>(Spr 2/ Where would you prefer to live England or Kenya?)</b>	Name and locate the world's seven continents and five oceans. <b>(Spr 1 / Why can't a penguin live near the Equator?)</b>
<b>Place Knowledge</b>		Recognise some environments that are different from the one in which they live. <b>(Spr 2 / Twinkle, Twinkle, little star, how I wonder what you are)</b>  Explain some similarities and differences between life	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	



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		in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <b>(Sum 1 / Who are the famous characters inside my books?)</b>	<b>(Spring 2/Where would you prefer to live England or Kenya?)</b>	
<b>Human and Physical Geography</b>		Understand the effect of changing seasons on the natural world around them. <b>(Aut 2/ Why are there so many leaves on the ground? Ongoing through forest school)</b>  Recognise some similarities and differences between life in this country and life in other countries. <b>(Sum 2 / Should Goldilocks say sorry?)</b>  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 <b>(Spr 2 / Twinkle,</b>	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. <b>(Spring 2/Where would you prefer to live England or Kenya?)</b>	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"><li>• key physical features beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li><li>• key human features city, town, village, factory, farm, house, office, port, harbour and shop</li></ul> <b>(Spr 1 / Why can't a penguin live near the Equator?)</b>



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		<p><b>Twinkle, little star, how I wonder what you are)</b></p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <b>(Sum 2 / Should Goldilocks say sorry?)</b></p>		
<p><b>Skills and fieldwork</b></p>	<p>Use all their senses in hands-on exploration of natural materials. <b>(Aut 1 / Who lives in my house?)</b></p> <p>Explore collections of materials with similar and/or different properties. <b>(Aut 2 / Where does day go at night?)</b></p> <p>Talk about what they see, using a wide vocabulary. <b>(Aut 2 / Where does day go at night?)</b></p> <p>Begin to understand the need to respect and care for the natural</p>	<p>Draw information from a simple map. <b>(Spr 1 / Who can I ask for help?)</b></p> <p>Explore the natural world around them. <b>(Ongoing – forest school)</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants <b>(Ongoing – forest school)</b></p>	<p>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 <b>(Spr 2/ Where would you prefer to live England or Kenya?)</b></p> <p>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 <b>(Sum 2 / How old are the trees around us?)</b></p>	<p>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 <b>(Spr 1 / Why can't a penguin live near the Equator?)</b></p> <p>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 <b>(Spr 1 / Why can't a penguin live near the Equator?)</b></p>



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	environment and all living things. <b>(Aut 2 / Where does day go at night?)</b>		Use aerial photos, construct simple maps 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 <b>(Aut 2 / Where do and did the wheels of the bus go?)</b>  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. <b>(Aut 2 / Where do and did the wheels of the bus go?)</b>	
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