



Geography Progression & Coverage Document					
Curriculum Objectives					
EYFS	KS1				
Birth to three: Explore and respond to different natural phenomena in their setting and on trips. 3 and 4 year olds: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Reception: 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 from the one in which they live. Understand the effect of changing seasons on the natural world around them. ELG: People, Culture and Communities Children at the expected level of development will: 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-	Pupils should be taught to: 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 • 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				





The Natural World Children at the expected level of development will:

- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- 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.

Objectives				
	YN	YR	Y1	Y2
	As a geographer	As a geographer	As a geographer	As a geographer
Locational Knowledge	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Sum 2 / What can I do with water?)	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (Aut 2 / Why are there so many leaves on the ground?)	Name and locate the world's seven continents and five oceans. (Cycle B 22-23: Y1&2 Spr 1 / Why can't a penguin live near the Equator?)	
Place Knowledge		Recognise some environments that are different from the one in which they live. (Aut 2/ Why are there so many leaves on the ground?) Explain some similarities and differences between life in this country and life in		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. (Cycle A 21-22: Spr 2 Y1&Y2/ Where





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		other countries, drawing on		would you prefer to live
		knowledge from stories,		England or Kenya?)
		non-fiction texts and – when		
		appropriate – maps. (Sum 2		
		/ What bears can you find		
		around the world?)		
Human and Physical		Understand the effect of	Identify seasonal and daily	Identify seasonal and daily
Geography		changing seasons on the	weather patterns in the	weather patterns in the
		natural world around	United Kingdom and the	United Kingdom and the
		them. (Aut 2/ Why are	location of hot and cold	location of hot and cold
		there so many leaves on	areas of the world in	areas of the world in
		the ground? / Ongoing	relation to the Equator and	relation to the Equator and
		through forest school)	the North and South Poles.	the North and South Poles.
			(Cycle B 22-23: Y1&2 Spr 1 /	(Cycle A 21-22: Spr 2
		Recognise some	Why can't a penguin live	Y1&Y2/ Where would you
		similarities and	near the Equator? / Cycle B	prefer to live England or
		differences between life	22-23: Y1&2 Sum 1/ Which	Kenya?)
		in this country and life in	birds and plants would	
		other countries. (Sum 2 /	Peter Rabbit find in our	
		What bears can you find	park?)	
		around the world?)		
			Use basic geographical	
		Know some similarities and	vocabulary to refer to:	
		differences between the	 key physical features 	
		natural world around them	beach, cliff,	
		and contrasting	coast, forest, hill,	
		environments, drawing on	mountain, sea, ocean,	
		their experiences and what	river, soil, valley,	
		has been read in class (Spr 2	vegetation, season and	
		/ Twinkle, Twinkle, little	weather	
		star, how I wonder what	 key human features city, 	
		you are)	town, village, factory,	





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		Understand some important	farm, house, office, port, harbour and shop	
		processes and changes in	(Cycle B 22-23: Y1&2 Aut 2 /	
		the natural world around	Where do we live and how	
		them, including the seasons	has it changed?)	
		and changing states of	nas it changeu: j	
		matter. (Aut 2 / Why are		
		there so many leaves on		
		the ground?)		
Skills and fieldwork	Use all their senses	Draw information from a	Use world maps, atlases and	Use world maps, atlases and
Skills and Heldwork	in hands-on		globes to identify the United	globes to identify the United
		simple map. (Spr 1 / How	Kingdom and its countries,	Kingdom and its countries,
	exploration of	can a map help me?)	as well as the countries,	as well as the countries,
	natural		continents and oceans	continents and oceans
	materials. (Aut 1 /	Explore the natural world		studied at this key stage
	Who lives in my	around them. (Ongoing –	studied at this key stage	, ,
	house?)	forest school)	(Cycle B 22-23: Y1&2 Spr 1 /	(Cycle A 21-22: Spr 2
	_ , , , , ,		Why can't a penguin live	Y1&Y2/ Where would you
	Explore collections of	Explore the natural world	near the Equator?)	prefer to live England or
	materials with similar	around them, making		Kenya?)
	and/or different properties.	observations and drawing	Use simple compass	l
	(Aut 2 / Where does day go	pictures of animals and	directions(North, South,	Use simple compass
	at night?)	plants (Ongoing – forest	East and West) and	directions(North, South,
		school)	locational and directional	East and West) and
	Talk about what they see,		language [for example, near	locational and directional
	using a wide		and far; left and right], to	language [for example, near
	vocabulary. (Aut 2 / Where		describe the location of	and far; left and right], to
	does day go at night? Spr 1/		features and routes on a	describe the location of
	Which colours make you		map	features and routes on a
	feel happy or sad?)		(Cycle B 22-23: Y1&2 Spr 1 /	map (Cycle B 22-23: Y1&2
			Why can't a penguin live	Sum 2/ How old are the
	Begin to understand the		near the Equator?)	trees around us?)
	need to respect and care			





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	for the natural		Use aerial photos, construct	Use aerial photos, construct	
	environment and all living	S	simple maps use aerial	simple maps use aerial	
	things. (Aut 2 / Where	l p	photographs and plan	photographs and plan	
	does day go at night?)	l p	perspectives to recognise	perspectives to recognise	
		li li	landmarks and basic human	landmarks and basic human	
		a	and physical features;	and physical features;	
		c	devise a simple map; and	devise a simple map; and	
		lυ	use and construct basic	use and construct basic	
		s	symbols in a key (Cycle B 22-	symbols in a key (Cycle B 22-	
		2	23: Y1&2 Aut 2 / Where do	23: Y1&2 Sum 2/ How old	
		l v	we live and how has it	are the trees around us?)	
		C	changed?)		
		l	Use simple fieldwork and		
		C	observational skills to study		
		t	the geography of their		
		s	school and its grounds and		
		t	the key human and physical		
		f	features of its surrounding		
			environment.		
		((Cycle B 22-23: Y1&2 Aut 2 /		
		-	Where do we live and how		
			has it changed?)		