

EYFS and KS1 / 2	These are the minimum end of year expectations for our EYFS learners in relation to Understanding the World		This document shows how Geography objectives and designed in a progressive way to ensure learners become more proficient geographers as they move through the school, securing and applying the geography mastery objectives. Each teacher should be aware of their own geography objectives, and of those which have come before.					
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Potential hooks and driving context								
Trips / Residentials	My school and me.	Newcastle Local area study.	Dernvalley Residential	Condoover Residential	France Trip	York	Blackpool Residential	
Map Skills & Field Work								
Map Skills	Learning Objectives:							

	<p>I can explore maps within the environment e.g. treasure maps and maps of the school</p>	<p>I can draw information from a simple map (<i>naming the road they live on, naming Clayton, Newcastle-under-Lyme And England</i>)</p> <p>I can discuss features of an aerial local area map e.g. roads, roundabouts, train stations, homes, canals...</p>	<p>I can create a simple fictional map including a key</p> <p>I can start to plan a sign post map</p> <p>I can make a signpost map to show objects that are near and far from me in each direction.</p> <p>I can locate key features of the school grounds on a base map.</p> <p>I can label a base map with key features of the school grounds.</p> <p>I can understand the purpose of a map can discuss their features and use simple maps to locate things.</p> <p>I can use a compass and understand how it can help us (North, East, South, West).</p> <p>I can use directional language to discuss maps (near, far, left, right, close).</p>	<p>I can locate the seven continents.</p> <p>I can locate the equator.</p> <p>I can locate the tropic of Cancer and the Tropic of Capricorn on a world map or globe.</p> <p>I can locate areas where rainforests are found.</p> <p>I can locate the five oceans</p>	<p>I can locate some of the islands that surround the UK.</p> <p>I can locate the capital cities of the countries within the British Isles.</p> <p>I can locate the Pacific Ring of Fire.</p> <p>I can locate the seven continents (consolidate).</p> <p>I can locate and identify some of the main European countries.</p> <p>I can locate Russia in relation to Europe.</p>	<p>I can locate some UK rivers on a world map.</p> <p>I can locate some rivers outside of the UK on a world map.</p> <p>I can identify climate zones on a map.</p> <p>I can locate some mountain ranges on a world map.</p> <p>I can locate some deserts on a world map, including a hot and a cold desert.</p>	<p>I can locate significant locations around the world using a world map.</p> <p>I can identify time zones of countries.</p> <p>I can locate the USA, Canada and South America.</p> <p>I can locate some of the countries in South America.</p>	<p>I can use an OS map to identify the location of a flag.</p> <p>I can map the journey of how products get into our homes.</p> <p>I can recap my knowledge of scales to calculate food miles of different products.</p> <p>I can locate and label the climate zones.</p> <p>Locate and label vegetation belts.</p> <p>I can describe where countries are using longitude/latitude.</p>
--	--	---	--	---	---	---	---	---

Field Work	Learning Objectives:							
	<p>I can explore, name and identify the features of the Nursery Unit and school (inside and out).</p> <p>I can ask questions on an educational Visit</p>	<p>I can explore, identify and compare features of the school and local area</p> <p>I can ask questions on an educational Visit</p>	<p>I can use simple fieldwork and observation skills to study our school grounds.</p> <p>I can ask questions about the geography of my school grounds.</p> <p>I can ask and respond to questions where my school is.</p> <p>I can use simple fieldwork and observation skills to record the weather and temperature.</p>	<p>I can study photos of countries and explain whether they are close/far from the equator.</p> <p>I can create a simple map with a key.</p> <p>I can use NESW to describe the features on a map.</p> <p>I can use NESW to describe a route on a map.</p> <p>I can follow a route using NESW and point out features on a map with a simple key.</p> <p>I can devise a simple map of a familiar place with a basic key.</p> <p>I can investigate the different weathers through the seasons.</p>	<p>I can follow a route using the N, NE, NW, S, SE, SW, E and W compass points to describe the location of features on a map.</p> <p>I can use a 2 figure grid references to locate features on a map.</p> <p>I can complete simple orienteering tasks in a familiar area.</p>	<p>I can create a simple scale drawing.</p> <p>I can use the N, NE, NW, S, SE, SW, E and W compass points to locate features and plan a route on an OS map.</p> <p>I can recognise some symbols on an OS map of a familiar area.</p> <p>I can identify some high and low areas on an OS map, using contour lines.</p> <p>I can identify the key features of a locality by drawing a map, using basic OS symbols.</p>	<p>I can use 4 fig grid references</p> <p>I can read scales of contour on an OS map.</p> <p>I can create a scale drawing (consolidate).</p> <p>I can create a simple OS map of a familiar area.</p> <p>I can plan a journey to North or South America, taking into account distance and time.</p> <p>I can identify features of N/S America on a range of maps including OS maps.</p>	<p>I can use 6 figure grid references to locate features on an OS map.</p> <p>I can navigate a route using an OS map.</p> <p>I can plan a route and describe the journey, using an OS maps.</p>
Location & Place Knowledge								
Developing	Learning Objectives:							

Geography Progression Mapping

<p>Knowledge of the local area</p>	<p>I can identify we live in Newcastle-under-Lyme</p> <p>I can identify some of the features of Streethay e.g. the park.</p>	<p>I can identify that we live in Clayton, in Newcastle-under-Lyme</p> <p>I can create a map of our classroom.</p> <p>I can begin to describe features of the local area; houses, parks, canals, train stations, shops and other amenities</p>	<p>I can make drawings of our school grounds, and transfer these into a simple map.</p> <p>I can name my own street.</p> <p>I can understand a map of my school grounds, discussing the human and physical features.</p> <p>I can understand that we live in a City called Newcastle-under-Lyme.</p>	<p>I know my own address including postcode.</p> <p>I can understand a map of my local area, discussing the human and physical features.</p> <p>I can draw a simple map before a local area visit, and track our route after the visit.</p> <p>I can use basic symbols to make a key for my map.</p>	<p>I can name some of the islands which surround the UK.</p> <p>I can name the capital cities within the British Isles.</p> <p>I can explain the difference between the British Isles, the UK, and Great Britain.</p>	<p>I can name some UK rivers, including the Tame, Severn and Trent.</p> <p>I can discuss the previous uses of the River Trent.</p>	<p>I can identify where _____ is located.</p> <p>I can identify human and physical found at _____ and discuss how they differ from _____.</p>	<p>I can use Lichfield as a case study when comparing it to another city.</p> <p>I can discuss the journey of how products get into their home.</p>
<p>Developing</p>	<p>Learning Objectives:</p>							

Geography Progression Mapping

<p>knowledge of the United Kingdom</p>	<p>I know that we live in England</p>	<p>I can identify some features of Newcastle-under-Lyme – theatre, shops, bus station, train station</p> <p>I can name the capital City of the UK; London</p>	<p>I can understand that we live in England, which is in the United Kingdom.</p> <p>I can name the four countries of the United Kingdom, knowing that we live in England.</p> <p>I can understand that each country has lots of cities, and one capital city.</p> <p>I can understand that each country has lots of cities, and one capital city.</p>	<p>I can identify where the United Kingdom is on a world map, globe and atlas.</p> <p>I can name and locate the four countries of the United Kingdom.</p> <p>I can identify the capital cities of each country in the United Kingdom.</p> <p>I can name the seas surrounding the United Kingdom (North, Irish, Celtic, Channel).</p> <p>I can discuss the characteristics of the four countries and capital cities of the United Kingdom.</p>	<p>I can name some of the main European countries.</p> <p>I can recognise the capital cities of some European countries.</p>	<p>I can name some rivers outside of the UK, recognising what country, continent and hemisphere it is located in.</p>	<p>Recap and retrieval</p> <p>I can locate the UK's regions and major cities (Consolidate).</p> <p>Recap and retrieval</p> <p>I can locate the UK's regions and major cities (Consolidate).</p> <p>Recap and retrieval</p> <p>I can locate the UK's regions and major cities (Consolidate).</p> <p>I can locate and describe some of the physical environments in the UK which match or contrast to an area of study in South America.</p>	<p>I can consolidate previous learning.</p> <p>I can reflect upon my knowledge of the United Kingdom and apply it to another town</p>
<p>Developing</p>	<p>Learning Objectives:</p>							

<p>knowledge of the world</p>	<p>I know there are different countries in the world</p> <p>I can talk about differences they have experienced or seen in photographs</p>	<p>I can recognise some similarities and differences between life in this country and in other countries</p>	<p>I can understand that the world is made up of continents (large land masses).</p> <p>I can name the seven continents of the world with support.</p> <p>I can identify where each continent is on a world map, globe and atlas with support.</p> <p>I can identify the Equator on a map, globe or in an atlas</p>	<p>I can discuss differences between oceans and seas.</p> <p>I can name the five oceans.</p> <p>I can name the tropics.</p> <p>I can differentiate between a continent and country.</p> <p>I can compare and contrast a tropical rainforest to a UK temperate forest.</p> <p>I can compare and contrast the features of a locality in the UK to a locality in a different continent.</p> <p>I can name the seven continents.</p> <p>I can discuss whether a country is hot/cold based on its location in relation to the equator and the poles.</p> <p>I can name some European countries.</p> <p>I can name some non-European countries.</p>	<p>I can name the seven continents (consolidate).</p> <p>I can name some of the main European countries.</p> <p>I can recognise the capital cities of some European countries.</p>	<p>I can name some rivers outside of the UK, recognising what country, continent and hemisphere it is located in.</p> <p>I can name some mountain ranges, including the Alps, Himalayas and the Andes, recognising what continent and hemisphere they are located in.</p> <p>I can name some deserts, recognising deserts can be hot or cold, such as the Sahara and Antarctica.</p>	<p>I can locate places of study in relation to the Equator, Tropics of Cancer and Capricorn and their latitude and longitude.</p> <p>I can name some countries within different time zones to the UK.</p> <p>I can name and locate major cities and countries of South America on physical and political maps.</p>	<p>I can explain what the three climate zones are identify some countries/regions within each of them.</p> <p>I can explain what the vegetations belts are and the significance of these.</p> <p>I can predict the climate and vegetation of a locality, given its position in the world, drawing on geographical vocabulary.</p> <p>I can name some countries/regions with different vegetations; forest, grassland, tundra, desert and ice sheet.</p>
-------------------------------	---	--	---	---	--	--	--	---

Case study focuses	Learning Objectives:							
	Weather	Weather	Weather	Castles	Volcanoes, earthquakes and the British Isles	Rivers and Mountains	South America	Coastal areas
	<p>I can identify and name a range of weathers</p> <p>I can explore the changing seasons e.g. What happens in Autumn?</p> <p>I can discuss what would you wear in the different seasons.</p>	<p>I understand the effect of the changing seasons on the natural world around them</p> <p>I can name the four seasons</p>	<p>I can discuss the four seasons in the United Kingdom, and the typical weather for each season.</p> <p>I can identify what season it is now.</p> <p>I can observe seasonal changes commenting on the change in temperature and physical features.</p> <p>I can identify the hot and cold areas of the world, discussing the Equator.</p>	<p>I can discuss the human and physical features associated with castles around the United Kingdom.</p> <p>I can explain the types of settlements found around the circumference of a castle.</p>	<p>I can explain what is meant by an active, dormant or extinct volcano.</p> <p>I can name some active or dormant volcanoes.</p> <p>I can use pictures and diagrams, describe how volcanoes are created.</p> <p>Describe the impact a volcano has on people's lives.</p> <p>I can describe some ways an earthquake changes the land.</p> <p>I can describe the impact an earthquakes has upon human lives.</p>	<p>I can begin to explain how a mountain is formed.</p> <p>I can begin to explain how a river is formed.</p> <p>I can discuss how the water cycle is closely links to the formation of a river.</p>	<p>I can, using pictures and diagrams, describe how earthquakes are created.</p>	<p>I can discuss and compare a range of coastal areas.</p> <p>I can discuss why some coastal areas are more appealing to others.</p> <p>Sustainable world (linked to Biomes)</p> <p>I can explain how tropical rainforests have a large impact on biomes.</p> <p>I can discuss the importance of individual responsibility for taking care of our environment.</p> <p>I can use the UK during the industrial revolution to discuss the importing and exporting of goods.</p>
Human Features	Learning Objectives:							

	<p>I can describe and identify features of their home and compare to their friends</p> <p>I can look around the school grounds to find natural items; Grass, plants, leaves.</p>	<p>I can recognise some environments are different to the one in which they live and identify man-made features.</p> <p>I can explore and compare types of homes in Newcastle-under-Lyme ; terraced, flats, bungalow, cottage, semi detached and detached</p>	<p>I can differentiate between human and physical features.</p> <p>I can identify and discuss the human and physical features of our school grounds. (Rec guidance is to use the terms man made and natural)</p> <p>I can discuss how the physical features of our school grounds may change during the year.</p> <p>I can discuss the difference between a city, a town and a village.</p>	<p>I can discuss the positive and negative effects of humans on the environment.</p> <p>I can explain how forests are positive and negative for humans.</p> <p>I can explain the positive and negative effects of humans on forests.</p> <p>I can talk about the jobs people might do in non-European country.</p> <p>I can describe the main physical features of a hot place and a cold place.</p> <p>I can describe the features of the locality, including what jobs people do.</p>	<p>I can explain how settlements and land uses have changed over time.</p> <p>I can name some of the countries that belong to Europe.</p> <p>I can discuss the difference between a European country and England.</p>	<p>Trade</p> <p>I can recognise trade links, including food miles and discuss the importance of these.</p> <p>Settlements</p> <p>I can explain some reasons why people are attracted to living by rivers.</p> <p>I can explain some reasons why water is such a valuable commodity.</p> <p>I can discuss both the positive and the negative effects that flooding has on human life.</p>	<p>I can report on ways that humans have both improved and damaged the environment (including land and seas).</p> <p>I can explain what a place might be like in the future, taking into account issues impacting on human features.</p> <p>I can explain what a place might be like in the future, taking into account issues impacting on human features.</p>	<p>I can understand that products we use are imported as well as locally produced.</p> <p>I can discuss the impact of carbon footprint.</p> <p>Settlements</p> <p>I can explain reasons for and against living in a coastal town.</p> <p>I can suggest different ways a locality could be changed and improved.</p> <p>I can explain reasons for settlements including economics, trade links and natural resources. (some consolidation from year 4 - rivers and year 5 - sustainable development)</p> <p>Fair trade</p> <p>I can discuss sustainable development, the fair/unfair distribution of resources (inc energy) and fair trade.</p> <p>I can understand that our food is grown in many different countries because of the climate.</p> <p>I can understand that products we use are imported as well as locally produced.</p>
--	--	---	---	---	---	--	---	--

<p>Physical</p>	<p>I can describe and identify features of their home and compare to their friends</p> <p>I can look around the school grounds to find natural items; Grass, plants, leaves.</p>	<p>I can recognise some environments are different to the one in which they live and identify naturally occurring features.</p>	<p>I can differentiate between human and physical features.</p> <p>I can identify and discuss the human and physical features of our school grounds. (Rec guidance is to use the terms manmade and natural)</p> <p>I can discuss how the physical features of our school grounds may change during the year.</p> <p>I can discuss the difference between a city, a town and a village.</p>	<p>I can identify the physical features.</p> <p>I can compare and contrast physical geography of a small area of the United Kingdom.</p> <p>I can talk about how the weather changes with the seasons.</p> <p>I can aware that different parts of the world experience different weathers.</p>	<p>I can discuss the environmental cons and pros of a volcanic eruption.</p> <p>I can explain the physical impact a volcano can have upon landscape before it erupts.</p> <p>I can make comparisons between the UK and a contrasting region in Europe (mountainous).</p>	<p>Rivers</p> <p>I can explain the journey of a river from source to mouth using diagrams, pictures or models.</p> <p>Climate zones</p> <p>I can discuss the physical features of a climate zone.</p> <p>I can recognise and describe the physical features of rivers and describe how they have shaped the land.</p> <p>I can compare and contrast a region in the UK and a contrasting region in or outside of the Europe (flat/under sea level).</p> <p>I can understand hazards from physical environments, such as avalanches and mud slides in mountain regions.</p> <p>Electricity</p> <p>I can understand where our energy and natural resources come from.</p>	<p>I can locate climate zones on a world map.</p> <p>I can explain the key factors that contribute to a climate zone.</p> <p>I can begin to understand that our food is grown in various countries because of their climate.</p> <p>I can describe some key physical processes and the resulting landscape features.</p> <p>I can make comparisons between the human and physical features of the UK and a region within North or South America.</p>	<p>I can discuss the impact of carbon footprint.</p> <p>I can make comparisons between the human and physical features of my locality with a contrasting region in the UK, such as a coastal town/city.</p> <p>I can describe some key physical processes and the resulting landscape features (coastal erosion).</p> <p>I can describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>I can understand how climate and vegetation are connected in biomes, e.g. coastal areas, deserts and tropical rainforests.</p>
-----------------	--	---	--	--	--	--	--	--



Geography Progression Mapping

