



Geography in Early Years Foundation Stage

Geography Progression

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| Expected Previous Learning (3 and 4-Year-Olds) | Maths | | <ul style="list-style-type: none"> Understand position through words alone. For example, 'The bag is under the table.' (With no pointing) Describe a familiar route Discuss routes and locations, using words like 'in front of' and 'behind' |
| | Understanding the World | | <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials 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 | Understanding the World | | <ul style="list-style-type: none"> 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 to the one in which they live |
| ELG | Understanding the world | People, Culture and Communities | <ul style="list-style-type: none"> 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-fiction texts and (when appropriate) maps |
| | | The Natural World | <ul style="list-style-type: none"> 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 |

Children in the EYFS setting are beginning to explore, show resilience and build confidence in Geography by:

- Building a foundation of vocabulary and language around place and position
- Exploring and drawing simple plans and maps of familiar places, including those from books
- Exploring and becoming increasingly familiar in a range of environments in the school, including the classroom, outside learning area etc
- Building on children's own previous experiences of places and locations, for example holidays
- Developing skills of comparison, by talking about and identifying similarities and differences in a range of contexts including other places and locations



Key Stage 1 and 2 Geography Overview and Concepts

In Key Stage 1 and Key Stage 2 we follow a yearly cycle. In line with the National Curriculum, all of the relevant POS will be taught by the end of the key stage.

| Geography Overview | | | | | | |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn Term | My Local Area | History focus | Land Use | The United Kingdom | Extreme Earth | History focus |
| Spring Term | The United Kingdom | Comparing Our Country with Kenya | A European Study | Rainforests | History focus | Raging Rivers |
| Summer Term | Wonderful Weather | What a Wonderful World | All Around the World | The USA | Sustainable Energy | Marvellous Maps |



Geography Concepts

Nine key concepts of geography repeat throughout the curriculum. These provide lenses through which to consider the different aspects of geography and are a golden thread that lend coherence to our geography curriculum:

- Boundaries (continents, localities, nations)
- Cartography (atlases, direction, distance, Equator, latitude, longitude, North/South Pole, maps, scale, symbols)
- Change (adaptation, sustainability)
- Climate (climate change, climate zones, pollution, weather)
- Interdependence (economy, trade)
- Movement (migration, navigation, transport)
- Physical geography (biomes, bodies of water, tectonics, topography)
- Resources (energy, food supply, infrastructure)
- Settlements (population, rural areas, urban areas)

Second Order Concepts

| Significance | Similarity and difference | Cause and consequence | Continuity and change | Responsibility | Communication | Enquiry |
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| Significant places (cities, countries, seas, oceans etc) and significant features (notable mountains, volcanoes, glaciers etc) | Making comparisons between places, localities and regions. Comparing physical and human features. | Understanding the effect of humans and nature on landscapes and settlements. | How and why physical and human features have changed over time. | How humans affect the earth, positively and negatively. Climate change, sustainability, the use of finite resources. | Using geographical terms, explaining processes and trends, presenting and interpreting data. | Observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings. Using maps and atlases. Fieldwork and visits. |



Geography Enquiry Questions

| | Autumn Term | Spring Term | Summer Term |
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| Year 1 | My Local Area What is it like to live in my local area? | The United Kingdom Why should people visit the UK? | Wonderful Weather Can a polar bear live in Stoke Poges? |
| Year 2 | | Comparing Our Country with Kenya How different is life in Lodwar? | Exploring our Wonderful World Can you describe the oceans and continents of our planet? |
| Year 3 | Land Use What is the land like in the United Kingdom and how do we use it? | A European Study What are the similarities and differences between Spain and England? | All Around the World How do time zones differ around the world? |
| Year 4 | The United Kingdom How has the UK changed over time? | Rainforests What are the threats to the rainforests and what can we do to help? | The USA How would your holiday in the USA impact upon your lifestyle? |
| Year 5 | Extreme Earth What are natural disasters and how do they impact the lives of people? | | Sustainable Energy What is Fair Trade? Do you agree with this? |
| Year 6 | | Raging Rivers Why was the River Thames important to London? | Marvellous Maps Where in the world is 813,109? |



Geography Progression End Points

| | End of Year 2 | End of Year 4 | End of Year 6 |
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| Locational Knowledge | <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the UK and their locality</p> <p>Children can:</p> <ul style="list-style-type: none"> • Name and locate the world’s 7 continents and 5 oceans • Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas • Use key vocabulary to demonstrate knowledge and understanding of this strand | <p>KS 2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Use maps to locate the world’s countries with a focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Locate the world’s countries, using maps to focus on North and South America • Name and locate countries and cities of the UK, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed • Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones • Use key vocabulary to demonstrate knowledge and understanding in this strand | <p>KS 2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Name and locate the main countries and cities in the whole of the UK including their human and physical characteristics • Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones • Use key vocabulary to demonstrate knowledge and understanding in this strand |

KS1 Geography National Curriculum

Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the UK and their locality. Children begin to understand basic vocabulary relating to human and physical geography.

Children can:

- Compare the UK with a contrasting country in the world
- Compare a local city/town in the UK with a contrasting city/town in a different country
- Use key vocabulary to demonstrate knowledge and understanding in this strand

KS2 Geography National Curriculum

Children can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country and a region within North and South America

Children can:

- Understand geographical similarities and differences through the study of human geography of a region of the UK
- Explore similarities and differences, comparing the human geography of a region of the UK to a region of a European country and a region within North and South America
- Understand geographical similarities and differences through the study of physical geography of a region of the UK
- Explore similarities and differences comparing the physical geography of a region of the UK and a region of a European country
- Use key vocabulary to demonstrate knowledge and understanding in this strand

KS2 Geography National Curriculum

Children can understand geographical similarities and differences through the study of human and physical geography of a region of the UK

Children can:

- Study the geographical similarities and differences through the study of human and physical geography of a region in the UK and a contrasting location
- Use key vocabulary to demonstrate knowledge and understanding in this strand

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| Human and Physical Geography | <p>KS1 Geography National Curriculum Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Identify and understand key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | <p>KS2 Geography National Curriculum Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.</p> <p>Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> ○ Climate zones ○ Biomes ○ Vegetation belts ○ Rivers/mountains • Describe and understand types of settlement • Describe and understand types of land use • Describe and understand distribution of natural resources and food production | <p>KS2 Geography National Curriculum Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and the formation and use of landscapes and environments.</p> <p>Children can:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> ○ Volcanoes ○ Earthquakes ○ Water cycle • Describe and understand 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 |
| | <p>KS1 Geography National Curriculum Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> | <p>KS2 Geography National Curriculum Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> | <p>KS2 Geography National Curriculum Children will become confident in collecting, analysing and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> |

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| Fieldwork and Observational Skills | <ul style="list-style-type: none"> • Observe and record seasonal changes • Explore the local area of the school and investigate the human and physical features that they observe • Make observations about where things are e.g. within school or local area • Compare the local environment to a contrasting country and recognise the similarities and differences • Use information books/pictures/photos and the internet as sources of information | <ul style="list-style-type: none"> • Collect, analyse and present quantitative data in the form of a pictogram • Analyse evidence and begin to draw conclusions e.g. make comparisons between 2 locations using photos/pictures, temperature in different locations • Use digital mapping to locate countries and describe features studied • Investigate places with more emphasis on the larger scale; contrasting different places | <ul style="list-style-type: none"> • Begin to use primary and secondary sources of evidence in investigations • Construct a labelled diagram to show how volcanoes are formed • Design and use a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on fair trade and sustainability) • Collect and record evidence • Analyse evidence and draw conclusions, e.g. <ul style="list-style-type: none"> ○ Compare historical maps of varying scales ○ Temperature of various locations – influence on people/everyday life |
| Map Knowledge Skills | <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK 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 (e.g. 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 | <ul style="list-style-type: none"> • Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied • Use the 8 points of a compass, 4-figure grid references, symbols and a key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world • Use symbols and keys when using maps to identify human and physical features in their local area and beyond | <ul style="list-style-type: none"> • Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied • Use the 8 points of a compass, 4- and 6-figure grid references, symbols and a key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world |
| Map Symbols | <ul style="list-style-type: none"> • Year 1 – water, trees and buildings • Year 2 – parking, telephone, camp site, school, castle, train station, fishing | <ul style="list-style-type: none"> • Year 3 – visitor centre, picnic site, cycle trail, horse riding, post office, place of worship, museum • Year 4 – nature reserve, bus or coach station, place of worship, public convenience, information centre | <ul style="list-style-type: none"> • Year 5 – wind generator, footpath, bridleway, main road, secondary road • Year 6 – viewpoint, theme park, tourist feature, sports centre, cathedral or abbey |
| Direction / Location | <ul style="list-style-type: none"> • Use simple compass directions (north, south, east and west) to give and follow directions • Use locational and directional language (near and far, left and right) | <ul style="list-style-type: none"> • Use 8 points of a compass to describe the location of objects • Use letter/number co-ordinates to locate features on a map | <ul style="list-style-type: none"> • Use 8 compass points of a compass to follow directions • Use 4 and 6 figure grid reference to locate features on a map • Use latitude and longitude on atlas maps |

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| Drawing Maps and Representation | <ul style="list-style-type: none"> • Draw a map of a real or imaginary place (e.g. add details to a sketch map from aerial photograph) • Make a map of a short route experienced, with features in correct order • Use own symbols on a range of maps • Begin to understand the need for a key • Use agreed symbols to make a key | <ul style="list-style-type: none"> • Make a map of a short route with geographical features in correct order • Make a simple scale drawing • Understand and explain why a key is needed • Begin to recognise required symbols on an OS map | <ul style="list-style-type: none"> • Draw a variety of thematic maps based on their own data • Begin to draw plans of increasing complexity • Draw a sketch map using symbols and a key • Use/recognise OS map symbols |
| Using Maps | <ul style="list-style-type: none"> • Use a simple picture map to move around the school • Use a plan view • Use an appropriate atlas to locate places • Locate places on larger scale maps | <ul style="list-style-type: none"> • Locate places on larger scale maps e.g. map of Europe and beyond • Follow a route on a map with some accuracy (e.g. whilst orienteering) • Follow a short route on an OS map • Describe features shown on OS map | <ul style="list-style-type: none"> • Compare maps with aerial photographs • Select a map for a specific purpose (e.g. pick atlas to find Taiwan, OS map to locate local village) • Locate places on a world map • Use atlases to find out about other features of places (e.g. mountain regions, weather pattern) |
| Styles of Map | <ul style="list-style-type: none"> • Picture maps and globes • Find land/sea on globe • Use teacher drawn base maps • Use an infant atlas • Use OS maps to identify features from a key | <ul style="list-style-type: none"> • Use maps and globes • Use OS maps • Use atlases • Use digital mapping • Identify features on aerial / oblique photographs | <ul style="list-style-type: none"> • Use maps and globes • Use OS maps accurately • Confidently use an atlas • Use digital mapping • Recognise world map as a flattened globe |