



## Curriculum Progression Overview for Geography



<p>This should be used alongside the EYFS Long Term Plan 2021-22 which breaks down each area of the EYFS and intended learning for each term. Each area of the EYFS is also reflected throughout the continuous provision within the learning environment both inside and outside – this enables children to be independent in their own learning and practice and develop skills taught.</p>			
<b>EYFS</b> Area for Geography	Key skills/knowledge – <b>What do you want children to know by the end of EYFS (Intent)</b>	How we teach it – <b>Topics / curricular goals (implementation)</b>	Early Learning Goal – <b>Where children will be by the end, the ELGs achieved (impact)</b>
<p>Understanding the world. Communication and language.  Literacy.</p>	<p>Ask questions about the world around them. Begin to understand that places have different features and talk about these Look at maps and atlases/the globe Know where they live Talk about the local environment Know the world is made up of land and water Make simple comparisons between two places Draw own maps</p>	<p>Topic called ‘Adventures and Journeys’ focus on maps, where we have been in the world, where we live, Where we would like to go on holiday At the seaside – comparing seaside to our own local environment Using Google maps Weekly Muddy walk Looking at where they live and where their family live Comparison between here and Antarctica Antarctica day</p>	<p>People, culture and communities.  The natural world.  Comprehension.  Writing.</p>
<p>KS1 Breadth of study</p>	<ul style="list-style-type: none"> <li>• Investigate the world’s continents and oceans</li> <li>• Investigate the countries and capitals of the UK</li> <li>• Compare and contrast a small area of the UK with that of a non-European country</li> <li>• Explore weather and climate in the UK and around the world</li> </ul>		
<p>KS2 Breadth of Study</p>	<ul style="list-style-type: none"> <li>• Locate the world’s countries, with a focus on Europe and countries of particular interest to pupils</li> <li>• Locate the world’s countries, with focus on North and South America and countries of particular interest to pupils</li> <li>• Identify key geographical features of the countries of the UK, and show an understanding of how some of these aspects have changed over time</li> <li>• Locate the geographic zones of the world</li> <li>• Understand the significance of the geographic zones of the world</li> </ul>		
<p><b>WHOLE SCHOOL</b></p>	<ul style="list-style-type: none"> <li>• <b>Significant geographical matters: Farming and climate change, Ukraine invasion, Flooding and land use, Forest school</b></li> </ul>		



## Curriculum Progression Overview for Geography



Years 1 & 2	Autumn Castles (Year A) Fire, Fire (Year B)	Spring Back to the Future – Toys, music, transport, farming (Year A) Welcome to the UK (Year B)	Summer Journeys/Explorers (Year A) Animals (Year B)
CONTENT	<p>Countries and capitals of UK, location of castles and other landmarks (buildings) e.g.. Colchester castle, Tower of London, Dover castle, Mountfitchet castle. Epping area. Symbols and keys</p> <p>Natural landmarks of UK: Locate main ones such as River Thames, Ben Nevis etc.</p>	<p>Mapping and farm areas/land (own house, local farms, environment) Using and follow a key/map</p> <p>Locality - Investigate the countries and capitals of the UK and surrounding seas. Include London, Harlow, Colchester, Chelmsford and Ongar. Explore weather and climate in UK, local area and for farmers. Weather instruments.</p>	<p>Investigate world's continents and oceans Compare and contrast a small area of UK with that of non-European country (e.g. Australia or North America) Explore weather and climate in the UK and around the world (hot/cold)</p> <p>World/local maps, atlases and globes, compass directions. Using a key (revise)</p> <p>Oceans and continents (7 continents, 5 oceans) Habitats – explore weather and climate of another non-European country eg.. Africa and compare to UK (Big 5 safari animals)</p>
OBJECTIVES (knowledge)	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key human features</li> <li>• Devise a simple map and construct basic symbols in a key. Use simple grid reference (A1, B1).</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Use basic geographical vocabulary to refer to key human features</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key features of a location in order to say whether it is a city, town, village, farm or coastal area.</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting Non-European country..</li> </ul>	<ul style="list-style-type: none"> <li>• Use World maps, atlases and globes to identify the United Kingdom and its countries, as well as other countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features to its surrounding environment.</li> <li>• Identify land use around the school</li> <li>• Use basic geographical vocabulary to refer to key physical features</li> <li>• Use and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</li> <li>• 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.</li> <li>• Use basic geographical vocabulary to refer to key physical features</li> </ul>



## Curriculum Progression Overview for Geography



Years 3 & 4	Autumn Ancient Civilisations (Year A) Invasions (Year B)	Spring Our Changing World (Year A) The Blue Planet (Year B)	Summer Survival (Year A) Kings Queens and Castles (Year B)
CONTENT	<p>Volcanoes (location and formation) and the River Nile (river use in ancient times) Geographical/time zones of the world &amp; relevant climate</p> <p>Locate countries in Europe (including Denmark &amp; Italy) Identify countries where invasions began and how borders/countries have changed over time</p>	<p>Locate world countries (revise) Identify geographical features of UK and how these have changed over time Locate the geographical zones of the world and understand their significance Environmental/world impact of changing world Polar regions, climate change, mountains (study topography)</p> <p>Locate world countries (revise) Locate the geographical zones of the world and understand their significance</p>	<p>Flooding/Doggerland from Stone Age Crop rotation – free range eggs/animal treatment Geographical zones of the world (revise) Identify physical features of UK and how these have changed over time Habitats &amp; local area</p> <p>How countries and features have changed over time (Buildings – Kentwell Hall, Leeds Castle, Motte &amp; Bailey Castles – Chelmsford museum) Fieldwork – mapping, physical geography keys and symbols River study, plants, trees &amp; local area</p>
OBJECTIVES (knowledge)	<ul style="list-style-type: none"> <li>• Describe key aspects of human geography</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>• Describe key aspects of human geography</li> <li>• Name &amp; locate counties/cities of UK</li> </ul>	<ul style="list-style-type: none"> <li>• Explain own views about locations giving reasons</li> <li>• Use maps atlases, globes and digital/computer mapping to locate countries and describe features</li> <li>• Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics including key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the Equator, N/S Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle and date/time zones</li> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and key the communicate knowledge of the UK and the wider world.</li> <li>• Describe key aspects of physical geography</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Name and locate counties and cities of the UK (revise)</li> <li>• Describe how the locality of the school has changed over time.</li> <li>• Describe key aspects of physical geography</li> </ul>



## Curriculum Progression Overview for Geography



Years 5 & 6	Autumn Mexico (Year A) WWI / WWII (Year B)	Spring Marvellous Muggles (Year A) Reach for the stars (Year B)	Summer A place I call home (Year A) Kingdoms (Year B)
CONTENT	<p>Locate world's countries – North and South America focus. Understand how they have changed over time (plate formation – ring of fire. Revise volcanoes. In depth study of earthquakes/tusanmi). Rainforest climate and animals Understand significance of geographical zones of the world</p> <p>Geographical borders and changes over time – social/economic – human geography</p>	<p style="text-align: center;">Land formation Mapping, statistics, features of a location</p> <p style="text-align: center;">Mapping, statistics and features of a location Build on understanding of geographical zones of the world</p>	<p style="text-align: center;">World countries Modern Britain – diversity and changes over time: Migration and Eastern European countries eg.. Ukraine Coasts &amp; erosion</p> <p style="text-align: center;">World countries Changes in modern Britain and how this has changed our lives over time: Islamic countries – India/Afghanistan</p>
OBJECTIVES (knowledge)	<ul style="list-style-type: none"> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> <li>• Understand some of the reasons for geog. similarities/diff. between countries.</li> <li>• Understand key aspects of Physical/Human geog. incl. biomes, vegetation belts, trade links/natural resources.</li> <li>• Use eight points of a compass and four-figure grid references.</li> <li>• Analyse and give views of the effectiveness of different geog. representations of a location e.g. aerial images/topographical maps/Ldn tube maps</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use Ordnance Survey symbols to communicate knowledge of the UK</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)</li> </ul>	<ul style="list-style-type: none"> <li>• Name/locate some of the countries/cities of the World and their identifying human/physical characteristics and understand how these aspects changed over time.</li> <li>• Identify/describe the geog. significance of latitude/longitude, Equator, N/S Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle and time zones.</li> <li>• Describe how global locations are changing and explain reasons for change.</li> <li>• Describe geog. diversity globally and how counties/geog. regions are interconnected and interdependent.</li> <li>• Create maps of locations incl. land-use, climate, population densities, height of land.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area – recording the results in a range of ways.</li> <li>• Use Ordnance Survey symbols to communicate knowledge of the UK and the world.</li> </ul>



## Curriculum Progression Overview for Geography

