

# Geography Progression

## EYFS Geography Curriculum

Development Matters/ELG – Understanding the World (People, Culture & Communities and The Natural World)		
Three and Four Years Olds	Reception	ELG
<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Explore and talk about different forces they can feel.</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>Maths:</p> <ul style="list-style-type: none"> <li>Understand position through words alone. For example, “The bag is under the table.” – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>	<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>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>	<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, nonfiction texts and (when appropriate) maps.</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>

Term	Topic	Key Learning Outcomes
Autumn - Nursery	Marvellous Me & Perfect Pets	<p><b>Autumn 1</b>  <u>Our Surroundings</u>            Children to...</p> <ul style="list-style-type: none"> <li>Know their way around the classroom and outdoor learning area.</li> <li>Notice and discuss patterns around them in the environment, such as rubbings from bricks and grids etc.</li> </ul>

		<p><b><u>Autumn 2</u></b>  <u>Local Area</u>  Children to...</p> <ul style="list-style-type: none"> <li>• Know the town that they live in.</li> <li>• Know the name of our school and what town it is in.</li> <li>• Know the name of key features in the local area. (park, shops, play centres etc)</li> <li>• Talk about what they see on their way to school.</li> <li>• Make imaginative &amp; complex 'small worlds' with blocks and construction materials, such as a city or park.</li> </ul>
Autumn - Reception	Marvellous Me & Wonderful Woodlands	<p><b><u>Autumn 1</u></b>  <u>Our Surroundings &amp; Maps</u>  Children to...</p> <ul style="list-style-type: none"> <li>• Know their way around the classroom and outdoor learning area as well as key areas of the school.</li> <li>• Explore the different types of maps and their uses. (Sat Nav, Walking, World Maps, Treasure Maps etc)</li> <li>• Understand what Aerial 'Bird's Eye View' means and how things look on a simple map.</li> <li>• Know where our school is on a simple map.</li> <li>• Look at an aerial view of the school, comment on what they notice and recognise simple features.</li> <li>• Know where they live and look at this on a map.</li> <li>• Know that every house has its own address.</li> </ul> <p><b><u>Autumn 2</u></b>  <u>Local Area &amp; Maps</u>  Children to...</p> <ul style="list-style-type: none"> <li>• Explore a simple map of Royton and pick out familiar landmarks.</li> <li>• Explore Royton Park and its surroundings.</li> <li>• Create and follow a simple trail map of the outdoor area – link to Snail Trail.</li> </ul> <p><u>Seasons &amp; Weather – Forest School</u>  Children to...</p> <ul style="list-style-type: none"> <li>• Describe and explore Autumn &amp; Winter, describe how each season feels in terms of weather and changes in the environment.</li> <li>• Name different weather and discuss how it feels.</li> </ul>
Term	Topic	Key Learning Outcomes

<p><b>Spring - Nursery</b></p>	<p>Hot and Cold &amp; On the Farm</p>	<p><b><u>Spring 1</u></b>  <u>Hot &amp; Cold Countries</u>  Children to...</p> <ul style="list-style-type: none"> <li>• Discuss holidays and name countries they have been to.</li> <li>• Explore where we live on a world map.</li> <li>• Know where Antarctica and Africa are on a world map.</li> <li>• Discuss how Antarctica and Africa are different to where we live.</li> </ul> <p><b><u>Spring 2</u></b>  <u>Seasons &amp; Weather</u>  Children to...</p> <ul style="list-style-type: none"> <li>• Explore Seasons &amp; Weather - Say what they can see, hear and feel.</li> <li>• Discuss the simple differences between the seasons.</li> <li>• Name different weather and discuss how it feels. (Wind, Rain, Sun, Snow)</li> <li>• Know what they need to wear in Winter and Summer to suit the weather.</li> </ul>
<p><b>Spring - Reception</b></p>	<p>It's Cold Outside &amp; Amazing Africa</p>	<p><b><u>Spring 1</u></b>  <u>Cold Countries</u>  Children to...</p> <ul style="list-style-type: none"> <li>• Know what a globe is and to be able to find the United Kingdom.</li> <li>• Know simple facts about England and name some landmarks.</li> <li>• Know that the capital of England is London.</li> <li>• Name a country that has a colder climate.</li> <li>• Know where Antarctica is on the globe and world map.</li> <li>• Know simple facts about the continent of Antarctica. Explore how lives may be similar or different to our country.</li> </ul> <p><b><u>Spring 2</u></b>  <u>Hot Countries</u>  Children to...</p> <ul style="list-style-type: none"> <li>• Name a country that has a hotter climate.</li> <li>• Know where Africa is on the globe and a world map.</li> <li>• Know simple facts about the continent of Africa and name some landmarks. Explore how lives may be similar or different to our country. (e.g – travel to school, what a classroom looks like, what people eat, where people live etc)</li> </ul> <p><u>Seasons &amp; Weather – Forest School</u>  Children to...</p> <ul style="list-style-type: none"> <li>• Describe and explore Spring, describe how the season feels in terms of weather and changes in the environment.</li> </ul>

		<ul style="list-style-type: none"> <li>Name different weather and discuss how it feels.</li> </ul>
Term	Topic	Key Learning Outcomes
Summer - <i>Nursery</i>	Growing & Wonderful Water	<p><b><u>Summer 1</u></b> <u>Directions</u> Children to...</p> <ul style="list-style-type: none"> <li>Follow simple directions. (forwards, backwards, up, down)</li> </ul> <p><b><u>Summer 2</u></b> <u>Water</u> Children to...</p> <ul style="list-style-type: none"> <li>Explore water in different places. (pond, river, waterfall, ocean etc)</li> <li>Point to where the ocean and land are on a globe and world map.</li> <li>Explore where rock pools are found and what they look like.</li> </ul>
Summer - <i>Reception</i>	Changing and Growing & Under the Sea	<p><b><u>Summer 1</u></b> <u>Directions</u> Children to...</p> <ul style="list-style-type: none"> <li>Follow directions around the school grounds. (forwards, backwards, left, right, turn, up, down)</li> </ul> <p><b><u>Summer 2</u></b> <u>Oceans</u> Children to...</p> <ul style="list-style-type: none"> <li>Name an ocean.</li> <li>Name simple facts about the different oceans.</li> </ul> <p><u>Contrasting Environments</u> Children to...</p> <ul style="list-style-type: none"> <li>Compare similarities and difference of contrasting environments. (Towns/Cities, Seas/Lakes, Mountain/Hills, Coast/Inland)</li> </ul> <p><u>Seasons &amp; Weather – Forest School</u> Children to...</p> <ul style="list-style-type: none"> <li>Describe and explore Summer, describe how the season feels in terms of weather and changes in the environment.</li> <li>Name different weather and discuss how it feels.</li> </ul>

## Key Stage 1 & 2 Geography Curriculum

Key Stage 1 Strands	Year 1 knowledge Pupils should:	Year 2 knowledge Pupils should:
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>Know the 4 countries of the UK and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of and locate the four capital cities of the UK</li> <li>Know the names of and locate the 7 continents of the world.</li> <li>Know the names of and locate the 5 oceans of the world</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles</li> <li>Compare features of hot and cold places around the world</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences of human and physical geography of Manchester and a small area in a non-European country (Peru)</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>Compare features of hot and cold areas of the world in relation to the Equator and the North and South poles</li> <li>Know hottest and coldest seasons in the UK</li> <li>Identify daily and seasonal weather patterns in the UK</li> <li>Know main weather symbols</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to describe physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to describe human features of places including: town, village, factory, farm, house, office, port, harbour, shop.</li> <li>• Compare advantages and disadvantages of living in a city or coastal region.</li> </ul>
<b>Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>• Know which is N,S,E,W on a compass</li> <li>• Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</li> <li>• Know address and postcode</li> <li>• Use basic geographical vocabulary to compare main difference between city, town and village</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple locational &amp; directional language to describe features of landscapes (e.g. near, far, below, next to, left, right)</li> <li>• Describe the location of features and routes on a map using compass directions</li> <li>• Devise a simple map, including basic symbols in a key (e.g. part of Royton/journey to school)</li> <li>• Refer to maps, atlases and globes to identify all continents and oceans studied</li> <li>• Describe land use and the key human and physical features of the schools surrounding areas using observation and fieldwork</li> </ul>

Lower Key Stage 2 Strands	Year 3 knowledge Pupils should:	Year 4 knowledge Pupils should:
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Name and locate geographical regions and key topographical features including coast, features of erosion, hills, mountains and rivers</li> <li>• Understand how these features have changed over time</li> <li>• Locate main rivers and mountain regions of the world and the UK</li> <li>• Locate Egypt on a map and describe its geographical regions and key topographical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate cities and main geographical regions of the UK</li> <li>• Describe the key human &amp; physical features of locations e.g. topography, land use patterns of the local area - e.g. Royton/Manchester</li> <li>• Know the names of and locate at least eight major capital cities across the world</li> <li>• Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn and Arctic and Antarctic Circles</li> <li>• Locate and name countries within Europe</li> <li>• Name 4 countries from the Southern and Northern Hemispheres</li> </ul>
<b>Place Knowledge</b>		<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom. Link to Manchester compared to Royton</li> </ul>

<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including volcanoes and earthquakes</li> <li>• Describe and understand key aspects of the Water Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Label layers of a rainforest and know what deforestation is</li> </ul>
<b>Skills and Fieldwork</b>		<ul style="list-style-type: none"> <li>• Learn the eight points of a compass</li> <li>• Use maps, digital/computer mapping and aerial photographs to plan a journey within the UK</li> <li>• Use the eight points of a compass, four - figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</li> <li>• Use interpretation and observation to measure and record the physical features of the Rainforest (temperature/rainfall) using a range of methods, including graphs and digital technologies - Link to Rainforest study</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including graphs and digital technologies</li> </ul>



Upper Key Stage 2 Strands	Year 5 knowledge Pupils should:	Year 6 knowledge Pupils should:
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day - Link to Space</li> <li>Name and locate a number of European capitals</li> <li>Name and locate a number of South or North American countries</li> </ul>	
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>Compare a region in UK(Manchester) with a region in South America (Brazil) with significant differences and similarities</li> </ul>	
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate some of the world's deserts - link to Baghdad study</li> <li>Know why industrial areas and ports are important to economy</li> <li>Name and describe different forms of energy showing an understanding of</li> </ul>

		renewable and non-renewable energy, how this energy is generated and make informed choices about sources
<b>Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>• Orienteering</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse statistics to gain insight into locational characteristics (minerals, energy, natural resources)</li> <li>• Know what most ordnance survey symbols stand for</li> <li>• Extend to 6 figure grid references with teaching of latitude and longitude</li> <li>• Use Google Earth to locate Baghdad and to follow the journey of Ibn Battutah</li> </ul>