

# Geography progression through EYFS

## UTW – The Natural World

Focus	Location		Place	Human and Physical		Geographical skills and fieldwork		Vocabulary- to be used daily				
Reception Skills	<ul style="list-style-type: none"><li>Observe, find out about and identify features in the place they live and in the natural world.</li><li>Find out about their environment and talk about those features they like/dislike.</li><li>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</li></ul> <p>Recognise some environments that are different to the one in which they live</p>		<ul style="list-style-type: none"><li>Observe and identify features in the place they live and the natural world.</li><li>Talk about features.</li><li>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li></ul> <p>Recognise some similarities &amp; differences between life in this country &amp; life in other countries.</p>	<ul style="list-style-type: none"><li>Explore their local environment and talk about the changes they see.</li><li>Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</li><li>Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions.</li><li>Understand the effect of changing seasons on the natural world around them.</li></ul>		<ul style="list-style-type: none"><li>Examine change over time.</li><li>Describe some actions which people in their own community do that help to maintain the area they live in.</li><li>Draw information from a simple map.</li><li>Interpret range of sources of geographical information, including maps, globes, and photographs.</li></ul>		<p>Use appropriate words, e.g. ‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘flat’, ‘temple’ and ‘synagogue’, to help children.</p> <p>Encourage the use of words that help children to express opinions, e.g. ‘busy’, ‘quiet’ and ‘pollution’ make distinctions in their observations.</p> <p>Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”</p>				
Reception Knowledge	<b>Autumn 1</b> All About Me		<b>Autumn 2</b> Changes		<b>Spring 1</b> Animals Who Live in Cold and Warm Places		<b>Spring 2</b> Growing		<b>Summer 1</b> Lifecycles/Mini-Beasts		<b>Summer 2</b> Journeys	
	<p>Knows where our school is and why our school has its name.</p> <p>Knows that some people live in houses different to our own.</p> <p>Can describe the jobs people do in our community to help to protect it.</p>		<p>Explore and describe the school grounds including, trim trail, playground, field etc.</p> <p>Can describe similarities and differences between the different locations around school.</p> <p>Can name different building people go to worship, church, temple, synagogue.</p> <p>Can describe the seasonal changes and what we have observed.</p>		<p>Can talk about the impact of human activity – recycling. The impact on animals and the environment.</p> <p>Can name the 4 different countries in the UK and spot these on a map when looking at homes around the world.</p>		<p>Can talk about the best places to plant in the school grounds and why.</p> <p>Draw a map of where and what is planted in our outdoor area.</p>		<p>Can discuss habitats in hot and cold places.</p> <p>Talk about where the best place would be to build a bug hotel.</p>		<p>Can describe the environment and what we see on photographs.</p> <p>Can name some significant castles/buildings around the UK.</p> <p>Can talk about significant places in Warrington.</p> <p>Plan a route from home to school.</p> <p>To use a BeeBot to plan a route and explain direction.</p>	
My School, My Area			Warrington			The UK						

N.B - These are our overarching themes that have been mapped to national curriculum subjects in KS1. The knowledge content is identified in the intent subject documents.

## KS1 Geography

<u>Year</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
1	<p><u>Identify seasonal and daily weather patterns in the UK</u></p> <p>This is a running geography unit alongside Science's 'Observing Seasonal Changes' to observe changes across the four seasons and observe and describe the weather associated with the seasons and how day length varies.</p>		
1	<p><u>Autumn 2</u></p> <p>The UK - Countries, capital cities, characteristics and surrounding seas</p>	<p><u>Spring 2</u></p> <p>My school, my area — Geography of the school and the grounds</p>	<p><u>Summer 2</u></p> <p>Warrington - How the local area has changed within living memory</p>
2	<p><u>Autumn 2</u></p> <p>Migration—including a comparison study with Gambia, compass points, map symbols</p>	<p><u>Spring 2</u></p> <p>Continents and Oceans—equator, North and South Pole, hemispheres, Climate</p>	<p><u>Summer 2</u></p> <p>Comparative study of the UK and Brazil—Warrington and Santos</p>

## KS2 Geography

<u>Year</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
3	<p><u>Autumn 2</u></p> <p>Mountains, Earthquakes and Volcanoes</p>	<p><u>Spring 2</u></p> <p>The UK regions, counties and cities</p>	<p><u>Summer 1/2</u></p> <p>Rivers—Water cycle and rivers, settlement, trade, European and World significant rivers</p>
4	<p><u>Autumn 2</u></p> <p>The Mediterranean—comparative studies</p>	<p><u>Spring 2</u></p> <p>Rivers —Water cycle and rivers, settlement, trade, European and World significant rivers</p>	<p><u>Summer 1</u></p> <p>Europe with a study of Greece —Locate the world countries of Europe. All environmental regions, key physical and human characteristics and major cities.</p>
5	<p><u>Autumn 2</u></p> <p>North America—Locate the countries of North America. All environmental regions, physical and human characteristics and major cities. A comparison between a region in North America and region in UK.</p>	<p><u>Spring 2</u></p> <p>Central America—Global Trade (Latitude and Longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn prime/Greenwich Meriden time zones)</p>	<p><u>Summer 2</u></p> <p>Sustainable Development Goals—My sustainable Future? (Human geography &amp; distribution of natural resources including: energy, food, minerals and water)</p>
6	<p><u>Autumn 2</u></p> <p>Coasts—Locate coastal counties of the UK, human and physical geography (including attrition, deposition, erosion, backwash, abrasion and longshore drift and economic activity), eight points of the compass and 6 figure grid references</p>	<p><u>Spring 2</u></p> <p>South America - Is it all covered in rainforest? - The Amazon</p>	<p><u>Summer 2</u></p> <p>Climate Change: Our world, Our responsibility  Focus study on Antarctica - Aim of this research unit is to bring together all previous Geography learning, allow children to research utilising prior knowledge an aspect of climate change important to them – e.g. Australia Wildfire, Antarctica, Flooding,</p>