



LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

Geography National Curriculum overview: EYFS

Understanding the world – People and Communities	Understanding the World - The World
<p>Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>
Enrichment Activities	
<p>Visitors to school, community events, exploring traditional dress, food, homes Look at pictures from friends and family around the world. Visit the local area including local shops. Explore in detail at the school environment and their own homes.</p>	



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Key Stage 1 National Curriculum Expectations	
<p>Locational Knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place Knowledge Pupils should be taught to:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <p>Human and Physical Geography Pupils should be taught to:</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>Geographical Skills and Fieldwork Pupils should be taught to:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom 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 [for example, 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; use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2 National Expectations

Locational Knowledge

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge

Pupils should be taught to:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and Physical Geography

Pupils should be taught to:

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
 - 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.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



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Knowledge and Skills Progression Year 1 to 6

Year	Term	Unit title	Locational Knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
1	1	Four Seasons			<ul style="list-style-type: none"> • I know what seasons are and how they relate to the months of the year. • I can describe the features of each of the seasons using appropriate vocabulary to describe weather patterns. • I can compare the four seasons. 	
1	2	Around the world	<ul style="list-style-type: none"> • I know that France is a country in Europe. • I know that China is a country in Asia. • I know that Australia is the name of both a country and a continent. • I know that Kenya is a country in Africa. 		<ul style="list-style-type: none"> • I can identify and describe some key human and physical features of countries in each of the continents. • I can use words such as city, beach, mountain and lake to describe features of a place. 	<ul style="list-style-type: none"> • I can identify the UK and France on a map of Europe. • I know that the lines within a map denote country borders. • I can locate the seven continents on a world map.

Year	Term	Unit title	Locational Knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
			<ul style="list-style-type: none"> • I know that the USA is a country in North America. • I know that Brazil is a country in South America. • I know that there are no countries in Antarctica. 		<ul style="list-style-type: none"> • I know that some countries are hot countries and some countries are cold countries. 	
1	3	Life in the City	<ul style="list-style-type: none"> • I know that London is the capital city of the UK. • I can match some capital cities with their country. • I know that Edinburgh is the capital city of Scotland. • I know that Cape Town is one of the capital cities of South Africa. 	<ul style="list-style-type: none"> • I can identify similarities and differences in the human and physical feature of Edinburgh and Cape Town. 	<ul style="list-style-type: none"> • I know that a city is larger than a town or village. • I know that each country has a capital city. • I know that a capital city is where the government runs the country from. • I can list some human and physical features you might find in a city. 	<ul style="list-style-type: none"> • I can use aerial photos to identify human and physical features in capital cities. • I can locate Edinburgh and Cape Town on a world map. • I can identify human and physical features on a map of a city. • I can create a key for a map. • I can use simple compass directions and directional language to move around a map.
2	1	Where do I live?	<ul style="list-style-type: none"> • I know that the world is split into seven land masses called continents. • I know that there are oceans between the continents. • I know the difference between a continent and a country. 		<ul style="list-style-type: none"> • I can identify and describe some of the physical features of the UK, such as mountains, hills and lakes. • I know what a settlements is. • I can describe the basic differences 	<ul style="list-style-type: none"> • I can locate the United Kingdom on a world map. • I can locate the four countries of the UK on a map. • I know where the capital cities of the UK are on a map.

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			<ul style="list-style-type: none"> I can name the four countries of the UK. I can name the four capital cities of the UK and match them to their country. 		<p>between a village, town and city.</p>	<ul style="list-style-type: none"> I can explore my local area, identifying basic human and physical features. I can explore a map of my local area and identify basic features, such as roads and rivers.
2	2	Let's go to the Arctic	<ul style="list-style-type: none"> I know the names of the countries in the Arctic Circle. 	<ul style="list-style-type: none"> I can identify similarities and differences in the human and physical features London, UK and Sisimiut, Greenland. 	<ul style="list-style-type: none"> I can use photos to identify geographical features of towns in the Arctic Circle. I can describe what the weather is like in the Arctic. I know that the seasons in the Arctic are different to the seasons we have. I know that winter lasts longer in the Arctic than in other parts of the world. I can sort photographs to compare Arctic summer and winter. I can describe the physical features of the Arctic, including glaciers, sea ice and icebergs. I can name some animals that have adapted to live in the Arctic environment. 	<ul style="list-style-type: none"> I can identify the Arctic Circle on a world map and a globe. I can identify the countries of the Arctic Circle on a world map. I can mark a map of the Arctic to show where different Arctic animals live.

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					<ul style="list-style-type: none"> • I can describe the human features of cities in the Arctic Circle. • I know that Inuits are native people of the Arctic Circle. • I can describe some features of the Inuit way of life. 	
2	3	Map Makers				<ul style="list-style-type: none"> • I know that there are lots of different types of maps and that they can be used for different purposes. • I can use simple compass directions and directional language to move around a map. • I can use aerial photographs and perspectives to recognise landmarks. • I can create an aerial view of our classroom. • I know that maps use keys to help identify features. • I can use a map of our local area to identify features. • I can use fieldwork and observational skills to study my school and its surroundings.

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						<ul style="list-style-type: none"> • I can draw a map of my school, including a key. • I can use Google maps to explore my school and local area. • I can follow a map plan to make a 3D map.
3	1	The Rainforest	<ul style="list-style-type: none"> • I know what the equator, Tropic of Cancer and Tropic of Capricorn are, and can place them on a world map. • I can name continents and countries that have areas of rainforest. 		<ul style="list-style-type: none"> • I can locate areas of rainforest on a world map. • I know that the climate in rainforests is hot and humid, and that this climate is ideal for plant growth. • I can describe the four layers of the rainforest and name some animals that live in each layer. • I know what the water cycle is. • I can explain the basic steps of the water cycle using appropriate vocabulary. • I can explain why rain falls more often in rainforests than in other parts of the world. • I can use line graphs and bar charts to 	<ul style="list-style-type: none"> • I can use a world map to find out the names of some countries that have rainforests in them. • I can sort countries into those that do and those that don't have areas of rainforest.

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					<p>explore the climate of rainforests.</p> <ul style="list-style-type: none"> • I know that lots of native tribes live in rainforests and that their way of life has remained unchanged for hundreds of years. • I can compare daily life for people living in rainforest tribes with that of people living in modern society. • I know what deforestation is and why it is happening. • I can describe the impact deforestation has on local wildlife and the environment. • I can describe ways in which steps are being taken to protect rainforests from deforestation. 	
3	2	Our European Neighbours	<ul style="list-style-type: none"> • I can name different countries in Europe. • I can name the seas and oceans surrounding Europe. 	<ul style="list-style-type: none"> • I can compare the human and physical geography of London and Paris. • I can ask and answer questions to help me compare and contrast London and Paris. 	<ul style="list-style-type: none"> • I can identify European countries based on human features, such as language, flag and currency. • I can identify the capital cities of Europe. • I can compare two European capital cities according to 	<ul style="list-style-type: none"> • I can locate the countries of Europe, including Russia, on a map of Europe. • I can locate the capital cities of Europe on a map.

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					their human and physical features. <ul style="list-style-type: none"> I can use independent research to explore the human and physical features of a particular European country. 	
3	3	Investigating India	<ul style="list-style-type: none"> I know that India is a country in Asia. I know that New Delhi is the capital of India I know that India is in the Northern Hemisphere. 	<ul style="list-style-type: none"> I can identify similarities and differences in the human and physical geography of the UK and India. 	<ul style="list-style-type: none"> I know that India is one of the most populated countries in the world. I know that India has areas of highland, humid sub-tropical, semi-arid, arid, tropical wet and dry, and topical wet climates, and I can explain what each of these climates is like. I know what a monsoon is. I can explain how a mountain is formed. I know that there are five different types of mountain formations. I can name and locate some of the major mountain ranges in India, and explore facts about each one. I know that the Ganges River and 	<ul style="list-style-type: none"> I can locate India on a world map. I can use a climate map with a key to identify different climates in India. I can locate the cities of New Delhi, Kolkata and Mumbai on a map of India. I can use the street view function on Google maps to explore the human and physical features of cities in India. I can use population density maps to compare the populations of India and the UK.

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					<p>Narmada River are two of the major rivers in India.</p> <ul style="list-style-type: none"> • I can explain some of the features of the Ganges and Narmada rivers. • I can explore and describe the human and physical features of New Delhi, Kolkata and Mumbai. • I can explore and describe some features of Indian culture and how this has influenced the wider world. 	
4	1	Volcanoes	<ul style="list-style-type: none"> • I know that the equator separates the Northern and Southern Hemispheres. • I know that the capital of Hawaii is Honolulu. 	<ul style="list-style-type: none"> • I can identify similarities and differences between England and Hawaii (a nonvolcanic and volcanic area). 	<ul style="list-style-type: none"> • I can describe what a volcano is. • I know some facts, such as the height and age of some of the world's most famous volcanoes. • I can explain why a volcano erupts. • I know that ash, gas, lava and rocks are released when a volcano erupts. • I can explain how a volcano eruption affects the local people and environment. 	<ul style="list-style-type: none"> • I can locate volcanoes on a world map. • I can use a key to label the world's tectonic plates on a map. • I can name countries and continents that sit on different tectonic plates.

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					<ul style="list-style-type: none"> • I know some of the strategies put in place to • help people survive when they are near a • volcano eruption. • I can explain the difference between a composite, shield and dome volcano. • I can explain the different between a dormant, active and extinct volcano • I know what tectonic plates are. • I know that most world's volcanoes are found at the boundaries of tectonic plates. • I know that the 'ring of fire' is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur. • I know that minerals, fertile soil, geothermal energy and tourism are some of the reasons why people choose to live near volcanoes. • I can identify some of the animals and 	

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					plants that live in volcanic areas. <ul style="list-style-type: none"> I can describe some of the human and physical features of Hawaii, a volcanic area. I can carry out my own research about a particular volcano. 	
4	2	Countries of the world	<ul style="list-style-type: none"> I can name the seven continents of the world independently. I can compare the seven continents by size, number of countries and population. I can name several different countries in each continent. I can name some major capital cities of the world. I know where the North and South Poles are. 	<ul style="list-style-type: none"> I can compare two different countries and state their similarities and differences. 	<ul style="list-style-type: none"> I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical. I can describe what some of the climate zones of the world are like. I can identify key physical features of the seven continents, including the tallest mountain and longest river in each. I can describe the difference between human and physical geography. I can use a variety of sources to find out about the physical and human geography of a particular country. 	<ul style="list-style-type: none"> I can label each of the seven continents on a world map. I can locate countries in a particular continent on a world map. I can use given clues to help me locate a country on a world map. I know that I can use an atlas and the internet to find where countries are located in the world. I can use a climate zone map to identify what a country's climate is like. I can locate major capital cities of the world on a map.

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4	3	Earning a Living	<ul style="list-style-type: none"> I know that the UK's industries are dependent on geographical areas. 		<ul style="list-style-type: none"> I understand the concept of trade links. I understand the concept of an economy. I can identify a variety of jobs that belong to different sectors. I know what some of the UK's top industries are. I can describe how climate and landscape help determine a country's industries. I can explain how unemployment affects people in the UK and around the world. I can explain how child labour around the world affects the economy. 	<ul style="list-style-type: none"> I can use a map of the UK to identify where different industries are more prevalent. I can annotate a world map to show different industries in different countries
5	1	The Grand Canyon	<ul style="list-style-type: none"> I know that the Grand Canyon is located in the USA, North America. I know that the USA is made up of 50 states. I know that the Grand Canyon is in the state of Arizona. 		<ul style="list-style-type: none"> I can know what the Colorado Plateau is and can describe some of its features. I know that the Grand Canyon was formed by the movement of tectonic plates, as well as erosion by river, ice and rain. 	<ul style="list-style-type: none"> I can use a map of the USA to identify where Arizona is.

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			<ul style="list-style-type: none"> I know what lines of longitude and latitude are. 		<ul style="list-style-type: none"> I can use appropriate geographical vocabulary to describe how the Grand Canyon was formed. I know that the environment is very different at the top of the Grand Canyon to the bottom. I can describe what a biome is. I can use data to explore the differences in biomes at the rim and the canyon of the Grand Canyon. I can describe what a desert scrub biome is and explore some of its features. I can name some of the animals and plants that live in the desert scrub biome of the Grand Canyon. I can identify the pros and cons of tourism at the Grand Canyon. I know that native American tribes have lived around the Grand Canyon for hundreds of years. 	

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					<ul style="list-style-type: none"> • I can describe some of the features of the way of life of the traditional Havasupai tribe. • I can describe how the Havasupai tribe earn a living from their reservation using tourism from the Grand Canyon. • I know that a National Park is an area that is looked after by the American government. • I can explain why it is important to look after and protect the Grand Canyon. 	
5	2	Water World		<ul style="list-style-type: none"> • I can compare and contrast water availability and usage in the UK and Kenya. 	<ul style="list-style-type: none"> • I can name and describe the Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords. • I know that some of the Earth's bodies of water have salt water and some have fresh water. • I can understand and explain the water cycle using appropriate 	<ul style="list-style-type: none"> • I can use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water. • I can identify local bodies of water on a map. • I can use fieldwork to observe, measure,

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					<p>vocabulary, including precipitation, infiltration, evaporation, transpiration, condensation and transportation.</p> <ul style="list-style-type: none"> • I can explain why the water cycle is important for our planet. • I can draw and label a diagram of the water cycle. • I can describe some of the ways in which people need water every day to live. • I know that water is pumped into a water treatment plant, then pumped into houses for the water we use every day. • I can describe the six steps in the water treatment process. • I know what the term 'water conservation' means and why this is important. • I know that Kenya is a water-scarce country. • I can explain what hydropower is and how it can be used 	<p>record and present information about a local body of water.</p>

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					<p>to contribute to a sustainable future.</p> <ul style="list-style-type: none"> • I can identify the positive and negative aspects of using hydropower. • I can carry out my own research into a particular hydroelectric dam around the world. 	
5	3	Extreme Earth	<ul style="list-style-type: none"> • I know where some places of extreme temperature are located. 		<ul style="list-style-type: none"> • I know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. • I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. • I can explain what a drought is and some of the causes and effects. • I can explain why some areas get more rain than others in relation to the water cycle. • I can describe some extreme weather phenomena around the world, including tornados, tropical 	

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					<p>storms, hail storms and blizzards.</p> <ul style="list-style-type: none"> • I can describe the effects of extreme weather phenomena on the environment and people affected. • I can use plate tectonics to describe what earthquakes are and why they happen. • I know what the Richter scale is. I can describe the effects of earthquakes on the environment and people affected. • I know that tsunamis occur when there are earthquakes on the ocean floor. • I can describe what happens when a volcano erupts. 	
6	1	Our Local Area	<ul style="list-style-type: none"> • I know that there are lots of different types of settlements, that they all have different purposes and that these purposes can change over time. • I know that settlements can be split into different zones, including 		<ul style="list-style-type: none"> • I know the difference between high-order and low-order services in a settlement. • I know which products are exported from the UK, their value, their share of UK exports and the main importer countries. 	<ul style="list-style-type: none"> • I can use fieldwork to observe where some of the UK's natural resources can be found. • I can use fieldwork to identify different examples of land use in my local area. • I can use fieldwork to take photos and make notes about

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			commercial, residential, industrial, educational, forests, parks and commons.		<ul style="list-style-type: none"> • I can name many of the natural resources that are found in the UK. • I can identify UK commodities that are made or produced in my local area. • I can describe land use around my school, explaining how I feel about different areas and what I would change. • I can compare local climate data with climate data for other parts of the UK. • I know how different winds can affect the climate of different parts of the UK. 	<p>my local area, then use this information to make a corresponding map or model.</p> <ul style="list-style-type: none"> • I can use four-figure and six-figure grid references to locate major rivers in the UK and find the river most local to me. • I can use fieldwork to gather information about the vegetation and wildlife of a local river. • I can use fieldwork to gather weather data about my local area. • I can use fieldwork to gather information about rock type, vegetation and wildlife on a local hill or mountain. • I can use a topographical map to identify the major mountain ranges of the UK.
6	2	South America	<ul style="list-style-type: none"> • I can name the countries of South America. • I can use my understanding of the Tropics of Cancer and Capricorn, and the equator, to 	<ul style="list-style-type: none"> • I can use a variety of geographical sources, including maps, to compare an area of the UK with an area of South America. 	<ul style="list-style-type: none"> • I can identify and describe the different climate zones of South America. • I know that the Andes are the major mountain range of South America. 	<ul style="list-style-type: none"> • I can locate the countries of South America on a map. • I can use political maps and climate maps to identify the climate zones of South America.

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			<p>predict what the climate in South America might be like.</p>	<ul style="list-style-type: none"> I can compare and contrast the human and physical features of Brazil and the UK. 	<ul style="list-style-type: none"> I can use plate tectonics to describe how mountains are formed. I know what a volcano is and how they are formed. I know the differences between the three types of volcanos. I know how humans use the Andes for things like natural resources, hydroelectric dams and tourism. I can compare and contrast aspects of the human geography of South America, such as population, life expectancy, language, religions and currency. I know that the main industries of South America are agriculture and timber. I can name some key industries in different South American countries. I can use independent research to find out 	<ul style="list-style-type: none"> I can use a topographical map to locate the mountain ranges of South America. I can use a map of plate tectonics to identify the location of the Andes. I can create a colour key on a map of South America to denote key industries.

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					key details of the human and physical geography of a particular South American country.	
6	3	Exploring Scandinavia	<ul style="list-style-type: none"> I know that Scandinavia is made up of the countries Norway, Sweden and Denmark 	<ul style="list-style-type: none"> I can use graphs to compare the climates of London, Copenhagen and Umeå. I can compare and contrast the human and physical geography of an area in the UK and an area in Scandinavia. 	<ul style="list-style-type: none"> I can use photographs to describe what the landscape of Scandinavia is like. I can suggest what the weather and climate in Scandinavia might be like based on its location in the world. I know that Scandinavia has areas of marine west coast, humid continental, subarctic and tundra climates. I can describe the features of the different climate zones in Scandinavia. I can use line graphs and bar charts to explore the climate of different cities in Scandinavia. I can name and describe some of the physical features of Norway, including glaciers, waterfalls, fjords and mountains. 	<ul style="list-style-type: none"> I can locate Scandinavia's countries and major cities on a map. I can use a climate map to identify areas of different climates in Scandinavia.

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					<ul style="list-style-type: none"> • I know that the physical geography of Norway, Sweden and Denmark is very different, and can describe some of these differences. • I can research and explore the human geography of Scandinavia, including language, currency, population, food, religion, culture, government and economy. 	