



EYFS links to NC Geography

Geography			
Development matters links	Early Learning Goals	How this is achieved in EYFS	
3 /4 year olds: <u>Mathematic links:</u> - 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’. <u>Understanding of the world (UW)</u> - Use all their senses in hands-on exploration of natural materials. - Talk about what they see, using a wide vocabulary. - 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. <u>Reception UW</u> - Draw information from a simple map.	(End of Reception Assessment point) UW: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - 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. UW: The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.	Over their time in Pre - School <u>Autumn Term:</u> Marvellous Me – • Explore different textures of things in their environment outdoor and indoor. Celebrations, Stories and Rhyme Time– • Begin to look for changes in the season and notice what happens in the environment in Autumn / winter. • Exploring shadows through dark and light. <u>Spring Term:</u> Amazing Animals – • Explore Winter – exploring signs of winter in the environment and using their senses to explore the environment around them. • Talk about their local environment – school /home / town and compare it to an environment around the world, linked to animals and stories (Handa’s Surprise, Dear Zoo) • Learn about the different habitats of animals (compare habitats eg farm, jungle, safari) • Find out about other countries in the world and how others live (eg Handa’s surprise). On the Move – • Learn about different vehicles and ways of travelling (by foot, car, plane, train, bus). • Talk about their journey to Pre – School and what they see on their way. Children to share photographs and talk about the physical features they pass on their way. • Begin to explore maps and handle maps in play. Explore how to identify key, familiar features on maps.	In Reception... <u>Autumn Term:</u> All about me – • Explore the school, where are the different rooms in relation to one another. What happens in each room? • Discussing where we were born and where our extended family live using world maps/globes for support. Let’s Celebrate – Festivals: • Explore festival origins/celebrations across the world, using a world map/globe. Seasonal changes – Autumn: • Exploring school grounds and observing seasonal changes in the Autumn • Exploring natural autumnal resources in Tuff Tray, asking questions and making/drawing observations. • Explore hibernation and nocturnal animals. • Explore harvest time in the UK and farming at harvest time. • Observe seasonal weather changes and longer nights in the autumn compared to the summer. • Observe seasonal changes outside in the environment. What changes do we see? (school grounds and autumn walk at home) <u>Spring Term:</u> Our Wonderful World – • Winter and wintery weather. • Exploring Antarctica and The Arctic. Where we find them on the world map and globe.

- Understand that some places are special to members of their community. - 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 - <i>Describe what they see, hear and feel whilst outside.</i>	- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<u>Summer Term:</u> Down in the Garden – • Learn about homes/habitats of creatures in our environment. Children will go on minibeast hunts and explore what they can see, feel and hear outside. • Learn about different creatures/minibeasts and features to identify them with a focus on how to care for them. • Learn about the life cycle of a frog and explore first-hand the changes that happen over time (frog spawn observation station if applicable). Dream Big: People Who Help Us (transitions) – • Learn about the roles of others in our local environment and how they help them. • Look again at oral hygiene and how we can look after our teeth. Visit from a dentist.	• Comparing life (animals and humans) in Antarctica and Arctic with our life here. • Learning about other countries and cultures linked to our cohort / class. Where in the world is special to us and why (Poland, South Africa, Italy, China, Bulgaria, Russia, Ukraine eg) • Where we live – exploring Tewkesbury and locating UK on map, introduce four countries of UK and focus of England and the town of Tewkesbury. • What makes our town special, where we live (looking at different types of houses and journey to school). • Using a simple map to locate different things – in classroom and outdoor. Once upon a Story – • Learning about castles and physical features linked to this. Summer Term: Minibeasts – • Explore habitats and school environment to link to minibeast and the environment they need. Amazing Adventure – • Using maps and looking for identified landmarks in local town. • Explore the natural world linked to pollution (blue planet and plastic pollution). Looking after our environment. • Explore space with a focus on the moon. What is it like and how do they get there. • Explore rivers (Mr Gumpy’s Outing) and link to Tewkesbury and river safety.
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Curriculum Progression KS1 – KS2

Strand	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Geographical Enquiry	Identify and describe features in the local environment, <i>e.g. house, farm, church.</i> Use photos and pictures to locate places in the local environment. Talk about the local environment.	Name and describe physical and human features in the local environment. Use photos and simple street plans to find places in the local environment. Talk about features of the local environment that are liked and disliked. Spring (Explorers)	Sort, group and compare physical and human features in the local environment. Use maps and simple street plans to locate places and features in the locality and further afield. Talk about and compare features of the local environment.	Ask and respond to simple geographical questions. - Spr (Settlers)/Sum (Geographers). Use an increasing range of secondary sources and first-hand enquiry, <i>e.g. surveys.</i> Spring (Settlers) Present findings using a range of simple graphs and chart; talk about evidence and draw simple conclusions. Spring (Settlers)	Respond to challenging geographical questions by planning a range of tasks in order to find the answers. Use primary and secondary sources to find information about a range of localities. Present findings and statistical information in a range of different ways <i>e.g. line graphs and pie charts.</i> Present reasoned conclusions when presenting my findings.	Set own challenging questions when investigating geographical features and issues. Summer (Explorers) Select appropriate sources of primary and secondary information to support investigation. Summer (Explorers) Select an appropriate way in which to present statistical information and findings. Ensure that conclusions make accurate reference to the evidence presented.
Geographical Skills & Fieldwork	Talk about and describe features of the local environment from photos and leaflets etc. Label photos and pictures of the local environment, <i>e.g. the church, river etc.</i> Use simple aerial photos to identify landmarks and basic human and physical features. Use 'left', right', 'forwards' and 'back' to describe the location of features and routes on a map. Use world maps, atlases	Carry out a small local survey, <i>e.g. traffic, litter, land use.</i> Identify geographical features on a large scale map. Create a simple map of a familiar location using symbols and a simple key to represent landmarks. Use simple compass directions (<i>North, South, East, and West</i>) to describe the location of features on a map. Use world maps, atlases and globes to identify world countries,	Carry out a small local survey, <i>e.g. traffic, litter, land use.</i> Identify a range of geographical features on maps. Create a simple map of a familiar location using symbols and a simple key to represent landmarks. Use the 8 points of the compass to describe the location of features and routes on a map. Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc.	Take part in simple fieldwork using simple equipment, <i>e.g. compass, map, camera etc.</i> Use simple geographical vocabulary, <i>e.g. country, city, climate, landscape.</i> Spr (Settlers)/Sum (Geographers). Follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a compass. Plan and follow a route using an Ordnance Survey map. Use world maps, atlases and globes and digital/ computer	Use a range of equipment and maps to conduct fieldwork tasks. Communicate findings using geographical terms, <i>e.g. location, land use, settlement.</i> Aut (Greeks) Map a route to another location in the UK using four figure grid referencing. Summer. Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing. Aut/Summer Use world maps, atlases and globes and digital/computer mapping to locate countries	Use a range of equipment and maps to conduct independent fieldwork. Communicate findings using complex terminology, <i>e.g. erosion, delta, meander.</i> Locate a city in the UK using six-figure grid referencing. Map a route to other locations in Europe and beyond. Plot a series of points along a route and use the scale to calculate the distance. Create maps of the local environment and beyond using different scales and six-figure grid referencing.

	and globes to identify the United Kingdom and its countries. Spr (Explorers)	continents and oceans.		mapping to locate towns/cities in the UK. Sum (Geographers)	and describe features studied. Autumn/Summer	figure grid referencing.
Location & Place Knowledge	Talk about and describe people and places in the local area. Talk about similarities and differences between places, <i>e.g. the school playground and the town park.</i> Talk about different ways to travel, <i>e.g. on foot, by car, train, bus etc.</i> Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas.	Talk about and describe key features of the local area. Describe and compare features of known localities. Talk about and describe a contrasting locality in the UK. Spring (Explorers) Name and locate the world's seven continents and five oceans. Spring (Explorers)	Talk about and compare features of the local area. Compare features of localities, giving reasons for their similarities and differences. Compare and contrast localities in the UK. Compare and contrast the world's seven continents and five oceans.	Talk about and describe features of localities beyond the local area, including a region within the United Kingdom. Describe and compare contrasting locations within and beyond the UK. (a contrasting non-European country) Suggest reasons for the location of towns and settlements in a particular place, <i>e.g. next to a river, on a hilltop.</i> Spr (Settlers) Identify physical and human features within a local study and how they have changed over time. Identify the Northern and Southern Hemispheres and the Arctic and Antarctic Circles. Sum (Geographers)	Talk about and describe a range of cities and countries around the world, including a region in a European country. Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence. Autumn (Greeks) Identify physical and human features that have contributed towards the change and development of a locality. Autumn/Summer Talk about the way in which the physical location can determine the growth of a settlement or industry. Identify the Equator, and the Tropics of Cancer and Capricorn. Summer (Roses & Rivers)	Talk about and compare a wide range of locations, countries, and continents around the world, including a region within North or South America. Support reasons for the physical and human features of a location with factual evidence. Suggest ways in which a location might develop and change in the future, based on factual information. Identify and describe the links and relationships that connect localities both within and beyond the UK. Identify the position and significance of latitude and longitude and the Prime/Greenwich Meridian and time zone. Summer (Explorers)

Human and Physical	Use simple geographical words to describe physical features <i>e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather.</i>	Talk about the seasons and the changes that take place in spring, summer, autumn, winter in the UK.	Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.	Identify a range of simple physical processes, <i>e.g. rivers, mountains, volcanoes and earthquakes.</i> Sum (Geographers)	Identify an increasing range of physical processes, <i>e.g. climate zones and biomes.</i>	Identify a range of physical processes, <i>e.g. vegetation belts and the water cycle.</i>
	Use simple geographical words to describe human features <i>e.g. city, town, village, factory, farm, house, office, port, harbour, shop.</i>	Talk about and describe features of landmarks within the locality. Spring (Explorers) Identify and describe patterns and changes within the local environment.	Talk about and describe the function of features and landmarks within a locality. Describe and compare patterns and changes within the local environment.	Identify a range of simple human processes, <i>e.g. types of settlement and land use.</i> Spr (Explorers) Identify simple geographical patterns, <i>e.g. hotels on a seafront.</i> Identify and describe the way in which physical and human processes can change the features of a locality. Sum (Geographers)	Identify an increasing range of human processes, <i>e.g. economic activity including trade links.</i> Give simple explanations for the location of human and physical features within a locality. Autumn (Greeks)/ Sum (Roses & Rivers) Recognise and describe a wide range of geographical patterns.	Identify a range of human processes, <i>e.g. distribution of natural resources including energy, food, minerals and water.</i> Identify and describe in detail the impact of change on the lives of people in a given locality. Compare and contrast an increasing range of geographical patterns.
Sustainability	Talk about the things I like and don't like about the local environment.	Express thoughts and views about a locality.	Give reasons for thoughts and views about a locality.	Justify reason, thoughts and views with factual information.	Talk about and give reasons for own and others views about changes to the environment.	Recognise and describe the different views that people may hold when changes are made to the environment.
	Talk about what people do in the local environment.	Talk about how people can affect the environment they live in.	Talk about and describe how people try to improve and sustain their environment. Give reasons for local environmental issues.	Provide factual evidence to support ways in which people can improve and sustain the environment. Use a range of sources of evidence to support environmental issues.	Talk about and describe how people's actions can damage and improve the environment. Sum (Roses & Rivers) Talk about and describe reasons for global environmental issues.	Talk about and describe the ways in which groups try to manage an environment's sustainability. Describe how decisions made about places and environments can impact on the lives of the people who live there.