Geography – EYFS Content Breadth and Progression

Our Geography curriculum is taught within EYFS topics, as part of the daily continuous provision and during adult enhanced activities.

Three and Four Year Olds

Mathematics

- 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'.

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- 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 work and talk about the differences they have experienced or seen in photos.

Reception

Understanding the World

- Draw information from a simple map.
- 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.

Early Learning Goal

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

The Natural World

- 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.
- Understand some important processes and changes in the natural world around them, including the seasons.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Explore
Community
Natural
Similar
Different
Landmark
Weather
Habitat
Map
World
Land
Sea
Globe
Season

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Geography – Year 1 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 1 geography curriculum are highlighted below.

Investigate Places

- Ask 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?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.

Investigate Patterns

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- 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.

Communicate Geographically

- Use basic geographical vocabulary to refer to:
  - **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
  - **key human features**, including: city, town, village, factory, farm, house, office and shop.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Countryside
Urban
Environment
Human features
Physical features
Bird's eye view
Environment
Describe
Town
City
Village
Factories

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Geography – Year 2 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 2 geography curriculum are highlighted below.

Investigate Places

- Ask 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?).
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

Investigate Patterns

- 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.
- Identify land use around the school.

Communicate Geographically

- Use basic geographical vocabulary to refer to:
  - **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
  - **key human features**, including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Vocabulary Concepts

Key concepts the children will learn during the year include:

Rural
Coastal
Ocean
Locate
Atlas
Aerial
Country
Continent
United Kingdom and its countries
Investigate
Capital

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Geography – Year 3 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 3 geography curriculum are highlighted below.

Investigate Places

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- 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.

Investigate Patterns

- Identify Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe how the locality of the school has changed over time.

Communicate Geographically

- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Natural features
Europe
Compare / Contrast
Geography
Volcano
Tectonic plates
Land use
Active
Dormant
Extinct
Fossils
Compass

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Geography – Year 4 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 4 geography curriculum are highlighted below.

Investigate Places

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use a range of resources to identify the key physical and human features of a location.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of Europe and identify their main physical and human characteristics.

Investigate Patterns

- Describe geographical similarities and differences between countries.

Communicate Geographically

- Describe key aspects of:
  - **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
  - **human geography**, including: settlements and land use.

Vocabulary Concepts

Key concepts the children will learn during the year include:

County
Country
Settlement
Environment
Pollution
River source
River mouth
Precipitation
Evaporation

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Geography – Year 5 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 5 geography curriculum are highlighted below.

Investigate Places

- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Investigate Patterns

- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Describe how countries and geographical regions are interconnected and interdependent.

Communicate Geographically

- 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Topographical
Interconnected
Interdependent
Climate zones
Latitude
Longitude
Hemisphere
Tropics of Cancer
Tropic of Capricorn
Biomes
Distribution
Natural resources
Vegetation belt

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Geography – Year 6 Content Breadth and Progression

The key indicators and vocabulary concepts of our year 6 geography curriculum are highlighted below.

Investigate Places

- Ask Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of North and South America and identify their main physical and human characteristics.

Investigate Patterns

- Identify Understand some of the reasons for geographical similarities and differences between countries.
- Describe how countries and geographical regions are interconnected and interdependent.

Communicate Geographically

- 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

Vocabulary Concepts

Key concepts the children will learn during the year include:

Topography
Qualitative
Quantitative
Analyse
Tropical
Temperate
Equatorial
Time zones
Ordnance survey
Grid reference
Population density
Gross Domestic Product (GDP)

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