

National Curriculum Coverage

Geography



Early Years Foundation Stage

EYFS Unit of work	Christleton Primary School Progression Document developed from Development Matters and Check Points tracking.	Early Years Outcomes Specific Areas Development Matters 2021 ELG
	<p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world and talk about the things that are noticed. Describing and drawing what they see, hear and feel outside. • Continue to observe living things and their habitats e.g., growing sunflowers and butterflies. • Identify when things are the same and different within their immediate environment and other environments. 	<p>The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 in class; • understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Listen carefully to stories about different places and begin to recognise that different places have different features e.g., recognising the difference between life in this country and other country. • Continue to make maps of the local and immediate environment and describe their journey within this environment. • Understand that some places are special for some members of the community e.g., St James Church. 	<p>People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.

Key Stage 1

National Curriculum Objective	Where My Feet Take Me	At the Zoo	Going on a journey	Up in Flames	United Kingdom	Great Explorers
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						
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						
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: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop						
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						

Lower Key Stage 2

National Curriculum Objective	Hidden Depths	A Wave of Change	Voyage of Discovery	Exploring an ancient society	Developing an Empire	Discovering Deva
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)						
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						
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle						
Describe and understand key aspects of: 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						
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



Upper Key Stage 2

National Curriculum Objective	Across the Atlantic	Invaders and Settlers	Land and Lakes	Wars through time	Conflict and Resolution and exploring America	Our Changing Lives
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)						
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						
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle						
Describe and understand key aspects of: 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						
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

