GEOGRAPHY OVERVIEW

	AUTUMN	SPRING	SUMMER
ACORNS CYCLE A	Developing Knowledge about the Locality	Develop knowledge of the UK Geographical skills and map work	Geography- Understanding geographical similarities and differences *
ACORNS CYCLE B	Human and Physical features of school and surrounding area	Developing knowledge of the UK Geographical skills and map work	Geography-Develop knowledge of world continents and oceans
OAKS CYCLE A	Knowledge of UK Geographical skills and fieldwork- school focus Local place knowledge and comparison to abroad	The UK: Key topographical features and land use patterns The world's most significant human and physical features	Knowledge and understanding beyond the local area – comparing the UK and abroad Map work and knowledge (see progression gids below)
OAKS CYCLE B	Knowledge of the UK Place Knowledge - comparisons	Locate the worlds countries and continents Continents- most significant human and physical features Local area comparison	Map work and knowledge (see progression gids below)
OAKS CYCLE C	Locational knowledge	Human and Physical Geography	Map skills and knowledge (see progression gids below)
OAKS CYCLE D	Locational knowledge	Human and Physical Geography- focus studies	Map skills and knowledge (see progression gids below)

Progression of skills: Geography

Statutory Framework Early Learning Goals	By the end of KS1	By the end of KS2
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.	*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.	*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.

	EY	Acorns	Oaks	
Geographical skills and fieldwork: **Field work**	*Development Matters* *3 & 4-year-olds will be learning to:* **Understanding of the World** *Use all their senses in hands-on exploration of natural materials. *Development Matters* *Children in Reception will be learning to:* **Understanding of the World** * Understand that some places are special to members of their community. *Recognise some environments that are different to the one in which they live.	**<u>Gather information</u>** *Use basic observational skills *Carry out a small survey of the local area/school *Draw simple features *Ask and respond to basic geographical questions *Ask a familiar person prepared questions *Use a proforma to collect data e.g. tally survey **<u>Sketching</u>** *Create plans and raw simple features in their familiar environment *Add labels onto a sketch map, map or photograph of features **<u>Audio/Visual</u>** *Recognise a photo or a video as a record of what has been seen or heard *Use a camera in the field to help to record what is seen	**<u>Gather information</u>** *Ask geographical questions *Use a simple database to present findings from fieldwork *Record findings from fieldtrips *Use a database to present findings *Use appropriate terminology **<u>Sketching</u>** *Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction **<u>Audio/Visual</u>** *Select views to photograph *Add titles and labels giving date and location information *Consider how photos provide useful evidence use a camera independently *Locate position of a photo on a map	**<u>Gather information</u>** *Select appropriate methods for data collection such as interviews, *Use a database to interrogate/amend information collected, *Use graphs to display data collected *Evaluate the quality of evidence collected and suggest improvements **<u>Sketching</u>** *Evaluate their sketch against set criteria and improve it *Use sketches as evidence in an investigation select field sketching from a variety of techniques *Annotate sketches to describe and explain geographical processes and patterns **<u>Audio/Visual</u>** *Make a judgement about the best angle or viewpoint when taking an image or completing a sketch *Use photographic evidence in their investigations - evaluate the usefulness of the image

	EY	ACORNS		OAKS			
Geographical skills and fieldwork: **Map skills**	*Development Matters 3 & 4-year-olds will be learning to:* **Maths** * 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'. *Development Matters Children in Reception will be learning to:* **Understanding of the World** * Draw information from a simple map.	**Using maps** *Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike. *Use directional language such as near and far, up and down, left and right, forwards and backwards. **Map knowledge** *Use world maps to identify the UK in its position in the world. *Use maps to locate the four countries and capital cities of UK and its surrounding seas.	**Using maps** *Follow a route on a map *Use simple compass directions (North, South, East, West). *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. **Map knowledge** *Locate and name on a world map and globe the seven continents and five oceans. *Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles.	**Using maps** *Follow a route on a map with some accuracy. *Locate places using a range of maps including OS & digital. *Begin to match boundaries (e.g. find same boundary of a country on different scale maps). *Use 4 figure compasses, and letter/number co-ordinates to identify features on a map. **Map knowledge** *Locate the world's countries, focus on North & South America. *Identify the position and significance of lines of longitude & latitude.	**Using maps** *Follow a route on a largescale map. *Locate places on a range of maps (variety of scales). *Identify features on an aerial photograph, digital or computer map. *Begin to use 8-figure compass and four figure grid references to identify features on a map. **Map knowledge** *Locate the world's countries, focus on North & South America. *Identify the position and significance of lines of longitude & latitude.	**Using maps** *Compare maps with aerial photographs. *Select a map for a specific purpose. *Begin to use atlases to find out other information (e.g. temperature). *Find and recognise places on maps of different scales. *Use 8 figure compasses, begin to use 6 figure grid references. **Map knowledge** *Locate Europe on a large-scale map or globe. *Name and locate countries in Europe (including Russia) and their capitals cities.	**Using maps** *Follow a short route on a OS map. *Describe the features shown on an OS map. *Use atlases to find out data about other places. *Use 8 figure compass and 6 figure grid reference accurately. *Use lines of longitude and latitude on maps. **Map knowledge** *Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.

		Making maps *Draw basic maps, including appropriate symbols and pictures to represent places or features. *Use photographs and maps to identify features.	**Making maps** *Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph.) *Use and construct basic symbols in a key.	**Making maps** *Try to make a map of a short route experiences, with features in current order. *Create a simple scale drawing. *Use standard symbols, and understand the importance of a key.	**Making maps** *Recognise and use OS map symbols, including completion of a key and understanding why it is important. *Draw a sketch map from a high viewpoint.	**Making maps** *Draw a variety of thematic maps based on their own data. *Draw a sketch map using symbols and a key. *Use and recognise OS map symbols regularly.	**Making maps** *Draw plans of increasing complexity. *Begin to use and recognise atlas symbols.

	EY	ACORNS		OAKS			
Locational Knowledge	*Development Matters3 & 4-year-olds will be learning to:* **Understanding of the World** *Know that there are different countries in theworld and talk about thedifferences they have experienced or seen in photos. *Development Matters Children in Reception will belearning to:* **Understanding of the World** *Recognise some similarities and differences between life in this country and life in other countries. *Recognise some environments that are different to the one in which they live.	*Name, locate and identify characteristics of the four countries and capital cities ofthe United Kingdom and its surrounding seas.	*Name and locate the world's seven continents and fiveoceans. *Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country: China.	*Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and majorcities.	*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). *Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	*Locate the world's countries, using maps to focus on Europe (including the location of Russia) 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.

Place Knowledge				*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.			
		ACORNS		**OAKS** →			
Human and Physical Geography	*Development Matters 3 & 4-year-olds will be learning to:* **Understanding of the World** *Begin to understand the need to respect and care for the natural environment and all living things. *Development Matters Children in Reception will be learning to:* **Understanding of the World** *Understand the effect of changing seasons on the natural world around them.	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 *key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop		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			
		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.		Climates zones, biomes and vegetation belts	The Water Cycle	Volcanoes and Earthquakes	Types of settlement and land use – contrasting localities