



skills

Geography Curriculum overview and skills progress

<u>Year Group</u>		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Area of study	Animals All Around Us Celebrations		Where in the World? People Who Help Us		Ready, Steady, Grow. Children's Choice (Term 6)	
	Key questions	All about ourselves and our families Changing seasons – Autumn walks What have you noticed about the trees? Celebrations – Diwali, Christmas, Bonfire Night, Birthdays, New Year How do we celebrate? Why do we celebrate?		Food, music, culture, traditions, clothes from countries around the world. What are the similarities and differences between Backwell and Africa? How does		Life Cycles How have we changed?	
	EYFS curriculum statements	People and communities 40-60 Months Enjoys joining in with family customs and routines. The World 40-60 Months Looks closely at similarities, differences, patterns and change.		ELG – People and communities - Understanding of the world Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The World ELG 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. They make observations of animals and plants and explain why some things occur, and talk about changes.		ELG – People and communities - Understanding of the world 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. They make observations of animals and plants and explain why some things occur, and talk about changes. The World ELG 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. They make observations of animals and plants and explain why some things occur, and talk about changes.	
	Key skills	Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Beginning to understand 'why' and 'how' questions. Discusses animals in the environment and the climate that they live in.		Beginning to understand 'why' and 'how' questions. Discusses animals in a different environment and climate to what we live in.		Beginning to understand 'why' and 'how' questions. Developing an understanding of the seasons and how it has changed over the year. Looks closely at the life cycle of a frog and discuss where it lives. Make observations about the life cycle and discuss what is happening.	
Year 1	Area of study	Where do we live?		Weather		Our School	



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	Key questions	<ul style="list-style-type: none"> Which country do we live in? Where is the United Kingdom in the World? Which countries form the UK? What is special about Wales, Scotland, Northern Ireland and England? Can you locate the UK on a globe, atlas and map? Which seas surround the UK? What does an aerial map / photograph show? 	<ul style="list-style-type: none"> What are the seasons? How are the seasons different? How would you dress in each season? What activities could you do in each season? What is the weather today? 	<ul style="list-style-type: none"> How would you help a visitor in our school to find their way around? Can you create a simple map of our classroom? Can you create a simple map of our school/Key Stage? Can you find our school on an aerial photo and map? What type of place is our school located in?
	National curriculum statements	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries. 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, including, city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK. 	<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of its surrounding environment. Use simple compass directions 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.
	Key skills	<ul style="list-style-type: none"> Using a map for information Making observations from a map, atlas and globe Look at aerial view photographs and know what they show us Use compass points NESW to describe the countries of the UK in relation to each other 	<ul style="list-style-type: none"> Track the weather daily using a temperature, rain gauge, wind speed. Graph the results of data collection. Design outfits to wear in each season. Make personal observations of the seasons 	<ul style="list-style-type: none"> Draw simple features they observe. Investigate surroundings Draw picture maps Follow directions
Year 2	Area of study	Where in the world?	<ul style="list-style-type: none"> Is everywhere is the world like here? Compare your settlement to Tokyo (Suggested because children have don't study Asia elsewhere in the curriculum). 	
	Key questions	<ul style="list-style-type: none"> Where in the World is it hot and cold? Where are the World's 7 continents? Where are the World's 5 Ocean? What is it like to live in the cold places? What is it like to live in the hot places? 	<ul style="list-style-type: none"> Where is Tokyo? How could I get to Tokyo from the UK? (Looking at distance from UK, direction, over/ through which continents and oceans etc.) What is it like to live in Tokyo? What is different between Tokyo and the UK? What is the same about Tokyo and the UK? 	



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	<p><u>National curriculum statements</u></p>	<ul style="list-style-type: none"> – Location of hot and cold areas of the world in relation to the equator and the North and South Poles – Name and locate the world’s 7 continents and 5 oceans. – Use basic Geographical vocabulary to refer to: key physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key Human features, city, town, village, factory, farm, house, office, port, harbour and shop. – Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage. 	<ul style="list-style-type: none"> – Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country. – Use basic Geographical vocabulary to refer to: key physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key Human features, city, town, village, factory, farm, house, office, port, harbour and shop. – 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.
	<p><u>Key skills</u></p>	<p>Using a map for information</p> <p>Making observations from a map, atlas and globe</p>	<p>Using a map for information.</p> <p>Observations</p> <p>Ask enquiry questions</p> <p>Use books, stories, pictures, videos and guest speakers as sources.</p> <p>Make comparisons</p>