

Great Corby School and Nursery



Geography Progression

The EYFS framework is structured very differently to the national curriculum as it is organised across **seven areas of learning** rather than subject areas.

- Communication and Language
- Personal, social and emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the World
- Expressive art and design.

Alongside the seven areas of learning are **the Characteristics of effective teaching and learning**.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- *playing and exploring – children investigate and experience things, and ‘have a go’*
- *active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements*
- *creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things*

Taken from Development Matters revised 2021

The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

Children are given opportunities to develop their own play and independent exploration through our vision of curiosity and wonder. Communication and Language and Personal, Social and Emotional Development are intertwined in everything we do.

This document demonstrates which statements from the revised 2021 Development Matters are prerequisite skills for **Geography** within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for **Geography**.

The most relevant statements for **Geography** are taken from the following areas of learning:

- Mathematics
- Understanding the World



Geography					
Development Matters		Vocabulary	Examples of how this is achieved in EYFS	Geography in Key Stage 1	
Birth to three	Mathematics	<ul style="list-style-type: none"> • Combing objects like stacking block and cups. 	<ul style="list-style-type: none"> • Geographer • World • Ocean • Country • City • Town • Village • Place • Map • Season • Weather • Forest • Beach • Mountain • Planet • Space • Earth 	<ul style="list-style-type: none"> • Looking at where we live and talking about features, we see on the way to school, (Shops, roads, parks, etc...). • Exploring the school grounds to look at features of the environment. • Discussing where extended family members live on a map, including our EAL families' place of birth. • Exploring Christmas traditions from around the world. • Features of cities, man-made vs natural (Naughty Bus). • Learning London is the capital city. • Black History. • Naming features of the world around us (farms, beach, woodland etc) 	<p>Locational knowledge</p> <ul style="list-style-type: none"> • 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. <p>Place knowledge</p> <ul style="list-style-type: none"> • 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. <p>Human and physical geography</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Know 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	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to know 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. 			
Children in Reception	Understanding the World	<ul style="list-style-type: none"> • 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. 			



			<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. 			
ELG	Understanding the World	<p>People, Culture and Communities</p> <p>The Natural World</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, nonfiction texts and (when appropriate) maps. • 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. • Know some important processes and changes in the natural world around them, including the seasons. 			<p>cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • 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. <p>Geographical skills and fieldwork – Use of maps, atlases, and globes. Use directional language to describe locations</p>



Key Stage 1	Key Stage 2
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ 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 <p>Place knowledge</p> <ul style="list-style-type: none"> ▪ 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> ▪ 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: 	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ 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)



- 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

Geographical skills and fieldwork

- 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.

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

Human and physical geography

- 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

Geographical skills and fieldwork

- 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.



Cycle A Geography Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 (Y1+2)	<p>Y1 Continents, oceans, countries</p> <ul style="list-style-type: none"> Locate the 7 continents of the world Locate the 5 oceans of the world. <p>Vocabulary: vast azure rotated expanse ocean continent polar atlas</p>	<p>Y1 The United Kingdom</p> <ul style="list-style-type: none"> Locate the 4 countries of the United Kingdom Identify the capital cities of the 4 counties of the United Kingdom Locate the seas and oceans that surround the United Kingdom <p>Vocabulary: city country village</p>	<p>Y1 The United Kingdom</p> <ul style="list-style-type: none"> Locate the 4 countries of the United Kingdom Identify the capital cities of the 4 counties of the United Kingdom Locate the seas and oceans that surround the United Kingdom <p>Vocabulary: city country village</p>	<p>Y1 Continents, oceans, countries, capital cities and seas</p> <ul style="list-style-type: none"> Locate and describe the 7 continents of the world Locate and describe the 5 oceans of the world. Locate and describe the countries and the capital cities of the United Kingdom Locate and describe the oceans and seas that surround the United Kingdom. <p>Vocabulary: vast</p>	<p>Y1 Hot and Cold Locations</p> <ul style="list-style-type: none"> Locate the Equator Locate hot and cold places on the Earth Locate and describe the North and South Poles Locate and describe hot countries <p>Vocabulary: location moist misty scorched freezing tropical continent ocean polar equator temperate</p>	<p>Y1 Great Corby School Study (Maps)</p> <ul style="list-style-type: none"> Learn about maps Make an imaginary map Make a real map of Great Corby School and Nursery <p>Vocabulary: map</p> <p>Cultural Capital Walk around Great Corby Village</p>



			<i>azure</i> <i>rotated</i> <i>expanse</i> <i>ocean</i> <i>continent</i> <i>polar</i> <i>atlas</i>	compass Cultural Capital Visit to the sea – revisit of seas and oceans.	
LKS2 (Y3+4)	Y3 Fieldwork and Map Skills <ul style="list-style-type: none"> Identify the 8 points of the compass Use 8 points of a compass to locate human and physical features and around Great Corby. Identify Human and Physical Features in the United Kingdom 	Y3 Counties and Regions of the United Kingdom <ul style="list-style-type: none"> Review the countries of the United Kingdom and the capital cities. Identify the cities and counties of the United Kingdom Identify the human and physical landmarks of England and Scotland Identify the human and physical landmarks of Wales and N. Ireland Learn about the topological patterns of the United Kingdom Summarise, present and explain regions, counties, cities and landmarks of the UK Vocabulary: extensive sophisticated settlements terrain wilderness barren topography landmarks region scale county	Y3 OS Maps Skills and Fieldwork <ul style="list-style-type: none"> Identify an OS map Explain how scale changes how we describe a place Explore what the area around Great Corby School looks like Study the area beyond Great Corby 	Y3 Revisit Countries, Counties and Regions <i>Complete the knowledge organiser</i> <ul style="list-style-type: none"> Review the countries of the United Kingdom and the capital cities. Identify the cities and counties of the United Kingdom Identify the human and physical landmarks of England and Scotland Identify the human and physical landmarks of Wales and N. Ireland Learn about the topological 	



		contour line	<p>patterns of the United Kingdom</p> <p>Vocabulary: extensive sophisticated settlements terrain wilderness barren topography landmarks region scale county contour line</p>
UKS2 (Y5+6)	<p>Y5 World Countries, Biomes and Environmental Regions</p> <ul style="list-style-type: none"> • Locate some of the major countries of the world • Locate some of the major cities of the world • Learn about biomes • Explore how biomes change across the world • Identify the human characteristics that define Europe, North and South America • Identify the physical characteristics that define Europe, North and South America <p>Vocabulary: arid fertile</p>	<p>Y5 4 and 6 figure grid references</p> <ul style="list-style-type: none"> • Explain why we need latitude and longitude • Learn about 4 and 6 figure grid references and how do we use them • Precisely describe locations, landmarks and places as a geographer <p>Vocabulary parallel horizontal reference degrees coordinates intersect latitude longitude meridian</p>	<p>Y5 OS Maps and Fieldwork</p> <p>Revisit. World Countries, Biomes and Environmental Regions</p> <ul style="list-style-type: none"> • Review OS maps and how we use them • Learn about 4 and 6 figure grid references • Learn about contour lines • Explore what the land looks like around Great Corby • Explore what the land looks like in a contrasting location <p>Cultural Capital Walk around Great Corby Village</p>



	<p>densely exceptional craggy scenery continent latitude longitude equator hemisphere biome</p>	<p>hemisphere northings eastings</p>	
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Cycle B Geography Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 (Y1+2)	<p>Y2 Human and Physical Features in Great Corby</p> <ul style="list-style-type: none"> • Learn about human features • Learn about physical features • Explore human and physical features of Great Corby and the local area <p>Vocabulary: contract record surrounding natural shelter observe fieldwork settlement coastal worship location rural</p> <p>Cultural Capital</p>	<p>Y2 Compare Great Corby to Yanomami</p> <ul style="list-style-type: none"> • Learn about rainforests and what they are like • Learn about how the Yanomami people live • Compare Great Corby to Yanomami <p>Vocabulary rainforest</p>	<p>Y2 Compare Great Corby to Yanomami</p> <ul style="list-style-type: none"> • Learn about rainforests and what they are like • Learn about how the Yanomami people live • Compare Great Corby to Yanomami 	<p>Y2 Fieldwork and Map Skills</p> <ul style="list-style-type: none"> • Describe places by locating human and physical features, locate North • Observe physical features in Great Corby • Observe human features in Great Corby • Learn how to use a map key • Sketch a map • Consider how the scale of a map tells us what the area around Great Corby School is like. <p>Vocabulary Increase decrease align symbol observe sketch aerial scale cardinal point valley port vegetation</p> <p>Cultural Capital Walk around Great Corby Village</p>	<p>Y2 Compare Carlisle to Nairobi</p> <ul style="list-style-type: none"> • Locate Carlisle and find out what it is like • Locate the country of Kenya • Learn about the human and physical features of Kenya • Locate Nairobi and find out what it is like • Compare Carlisle and Nairobi <p>Vocabulary sprawling urban contract horizon striking landmark country capital climate feature savannah</p>	



	Walk around Great Corby Village				Cultural Capital Visit Carlisle
LKS2 (Y3+4)	<p>Y4 Rivers</p> <ul style="list-style-type: none"> Learn about the features of a river Find out about the River Eden <p>Vocabulary raging tumble cascading precipice iconic turbulent rivulet estuary flood plain tributary confluence channel</p>	<p>Y4 Latitude and Longitude</p> <ul style="list-style-type: none"> Learn about lines of latitude and longitude Find out how lines of latitude and longitude tell us what the location is like Find out how you can find exact locations around the world Learn about time zones and how they affect us Explore how day and night occur <p>Vocabulary co-ordinate parallel determine circumnavigate constitutes straddle latitude longitude horizontal vertical meridian equator</p>	<p>Y4 Water Cycle</p> <ul style="list-style-type: none"> Learn about the water cycle Find out how the water cycle works Understand what effects the water cycle <p>Vocabulary Infiltrate Sequence Reoccurring (recurring) Pollution Consequence Permeate Groundwater Precipitation Condensation Transpiration Percolation evaporate</p>	<p>Y4 Revisit: Rivers</p> <ul style="list-style-type: none"> Learn about the features of a river Find out about the River Nile and its features Find out about the Amazon River and its features <p>Vocabulary raging tumble cascading precipice iconic turbulent rivulet estuary flood plain tributary confluence channel</p>	<p>Y4 Map Skills and Environmental Regions</p> <ul style="list-style-type: none"> Learn about major environmental regions in: <ul style="list-style-type: none"> Europe Russia South America North America
UKS2 (Y5+6)	<p>Y6 Comparison study – UK, Europe and North or South America</p> <ul style="list-style-type: none"> Find out where the Lake District is and what it is like. Learn how the Lake District was formed 	<p>Y6 Physical Processes – Earthquakes, Volcanoes and Mountains</p> <ul style="list-style-type: none"> Find out what makes up the layers of planet Earth Learn what tectonic plates are and where they are found 	<p>Y6 Settlements and Trade links</p> <ul style="list-style-type: none"> Learn what settlements and where they are found 	<p>Y6 Maps and Orienteering</p> <ul style="list-style-type: none"> Review 4 and 6 figure grid references Learn what orienteering is 	



	<ul style="list-style-type: none"> Poland – find out about the Tatra mountains and what they are like The Caribbean – discuss what we know and find out what the terrain is like. Make comparisons between the Lake District, Tatra Mountains and the Caribbean. 	<ul style="list-style-type: none"> Learn how tectonic plates move and what happens Learn what causes an earthquake and what the effect is Learn how mountains are formed Learn how volcanoes work 	<ul style="list-style-type: none"> Explore whether settlements have a pattern Research whether people, their movement and their economic activity have any patterns 	<ul style="list-style-type: none"> and how to orientate a map Explore how to navigate a simple indoor course using controls Explore how to navigate multiple outdoor courses using controls Consider how to plan and set up an orienteering course
	<p>Vocabulary</p> <p>equivalent contrast erosion inhospitable moderately prosper orogeny glaciation temperate tectonic summit altitude</p>	<p>Vocabulary</p> <p>viscous churning buckle disaster devastation magnitude epicentre fissure dormant magma molten mantle</p>	<p>Vocabulary</p> <p>location resource distribute employ production consumption trade economy navigable lowland migrant refugee</p>	

Locational knowledge
Place knowledge
Human and physical geography
Geographical skills and fieldwork

Statements written in green are desirable statements and therefore may not be covered.

