

<p>EYFS Coverage in Geography</p>	<p><u>Autumn</u></p> <p><u>All about Me</u> To comment and ask questions about aspects of their familiar world, such as the places where they live or the natural world. A focus on Cornwall and where we live and how this has underpinned our upbringing and the way we live. (30-50- people and communities)</p> <p>To look closely at similarities and differences (40-60- people and communities). Looking at different ways of life, linked to where we live.</p> <p>To talk about past and present events in one's own lives and linked to families around them. (40-60- people and communities)</p> <p>To know similarities and differences between themselves and others, and among families, communities and traditions. (40-60-The World)</p> <p><u>Festivals</u> To talk about why things happen and how things work - linked to celebrations and the Nativity Story. Related to different religions around the world and how not everyone celebrates the same festivals as us. (30-50-The World)</p>	<p><u>Spring</u></p> <p><u>Superheroes</u></p> <p><u>Plants and Animals</u> To talk about some of the things they have observed, such as plants, animals, natural and found objects.(30-50- The World)</p> <p>To talk about why things happen and how things work.(30-50-The World)</p> <p>To develop an understanding of growth, decay and changes over time - relating to seasonal changes and where we live. What happens to living things, plants etc when seasons change. (30-50- The World)</p> <p>To show care and concern for living things - butterfly release. Observation of tadpoles etc. (30-50-The World)</p>	<p><u>Summer</u></p> <p><u>ELG statements yet to be covered</u></p> <p>Focus on ELG statements coverage both from the World and People and Communities - To know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own living environment and how environments may vary from one to another.</p>
<p>Progression of skills are: developed over the topics covered throughout the year (linked to the child's interests) and developed from the Autumn Term (with a focus on 30-50 statements), and the Spring Term (focus of 40-60 statements) and the Summer Term (with a focus on ELG statements).</p> <p>Children are constantly exposed to elements of all of these statements in continuous provision opportunities which are facilitated by the adults in the room, the opportunities exposed to children through their interests and the questions asked.</p>			

Year 1		
K S 1	Content from NC - programme of study	Skills: progression
1	<p>Geographical skills and fieldwork</p> <p>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</p> <p>use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</p> <p>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> <p>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</p>	<p>Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school. Children to take photos of interesting things in the local area and explain what the photos show. On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey.</p> <p>Study aerial photographs of the school and label it with key features e.g. school, church, park, shops. Look at a simple map of the local area and identify the things they know and have seen.</p> <p>Make a simple map. Create an aerial map of the school/local area as a class by using different sized blocks.</p> <p>Autumn term: Who am I? / The Big Build/ Potting Shed</p>
	<p>Locational Knowledge</p> <p>Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'.</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country - Arctic</p> <p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</p>
	<p>Place Knowledge</p> <p>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>	<p>Locate the continents on a paper map.</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features on a map.</p> <p>Locate the Arctic on a map. Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? Express own views about a place, people and environment. Draw and label pictures to show how places are different Weather link to the topic 'To the rescue'</p> <p>Summer term: Posting and places</p>
	<p>Human and physical</p> <p>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</p>	<p>describe seasonal weather changes</p> <p>Use blown away geography unit to supplement 'To the rescue topic'</p> <p>understand how some places are linked to other places e.g. roads, trains</p>

	<p>Identify the human and physical features of the two localities studied. Chacewater/ Arctic</p> <p>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</p>	<p>Use basic geographical vocab to refer to key physical features including: <i>beach, coast, forest, mountain, sea, river, season: weather</i>. Use basic geographical vocab to refer to key human features, including: <i>city, town, village, factory, farm, house and shop</i>.</p> <p>Be able to verbalise and write about similarities and differences between the features of the two localities.</p> <p>Ask questions about the weather and seasons.</p> <p>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p> <p>Summer term: Posting and places: Barnaby Bear</p> <p>Use both maps and globes, identify the coldest places in the world - The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are?</p> <p>Children to identify the equator and locate the places on the Equator which are the hottest.</p>
	Year 2	
K S1	Content from NC - programme of study	Skills: progression
	<p>Geographical skills and fieldwork</p> <p>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</p> <p>use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</p> <p>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> <p>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</p>	<p>Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Use atlases to identify countries within the UK, locate continents and the oceans of the world.</p> <p>Draw own maps of the local area; use and construct basic symbols in a key.</p> <p>Children to make suggestions for the cause of the differences.</p> <p>Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</p> <p>Children make sketches/notes of their trip to school/trip to the river/ millennium green or church and then create a map to direct others which uses a key and includes the main physical and human.</p>
	<p>Locational Knowledge</p> <p>Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'.</p>	<p>name, describe and compare familiar places</p> <ul style="list-style-type: none"> · link their homes with other places in their local community · know about some present changes that are happening in the local environment e.g. at school · suggest ideas for improving the school environment
	<p>Place Knowledge</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Use maps and globes to locate the UK.</p> <p>Be able to identify the 4 countries and label the capital cities.</p> <p>Explain the purpose of a capital city and form opinions on how this affects population</p>

		<p>size.</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features on a map.</p> <p>Study pictures/videos of two differing localities, one in the UK 'Cornwall' and one in a contrasting Non-European country 'India', and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? Study pictures of the localities in the past and in the present and ask 'How has it changed?'</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p> <p>Spring term: Wild Cornwall</p> <p>Summer term: India!</p>	
	Human and physical	<p>Identified the human and physical differences of the two localities studied</p> <p>Use basic geographical vocab to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	
Year 3			
K S 2	Content from NC - programme of study The Wider World: continents, South America Maya, Polar Regions,		Skills: progression
	Geographical skills and fieldwork	<p>Use four figure grid reference</p> <p>Understand the 8 compass points and use them to explain/ identify points on a map.</p> <p>Make plans and maps using symbols and keys</p>	<p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Critically study photographs - do they think these were taken close to the Equator or further away.</p> <p>Identify the different hemispheres on a map.</p> <p>Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</p>
	Locational Knowledge	<p>ocate 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</p>	<p>Recap continents and oceans from Year 2</p> <p>Light touch: cancer and Capricorn as will return to this in Year 6.</p> <p>Understand the difference between the Northern and southern hemisphere</p> <p>Understand the term 'climate zones' temperate zones UK</p> <p>Know the position and significance of the Equator, the tropic of cancer and the tropic of Capricorn.</p> <p>Arctic and Antarctic circle</p>

	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>	<p>Locate and label different countries/continents in the Northern and Southern hemisphere.</p> <p>Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</p>
<p>Place Knowledge</p>	<p>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</p>	<p>Use and explain the term 'climate zone'.</p> <p>Identify the different climate zones.</p> <p>Ask questions and find out what affects the climate.</p> <p>Use maps to identify different climate zones.</p> <p>Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.</p> <p>Identify changes to be made in own lives in response to this.</p> <p>Focus on Amazon rainforest - identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life in the Amazon rainforest through primary sources - recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.</p> <p>Discuss how the rainforest may be linked to us e.g. trade.</p> <p>Locate other rainforests using Google earth and maps, identifying patterns in their location. Whilst studying Antarctica, use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on Geography Skills Progression 6 images/videos/Google Earth searches about life there and the animals which may survive in those conditions.</p> <p>Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences. Select items required to survive in Antarctic conditions.</p> <p>Develop informed opinions about global warming in relation to the Antarctic and</p>
<p>Human and physical</p>	<p>Identify the human and physical features of areas studied: Antarctica and South America: The Amazon - explain about weather conditions/ patterns around the UK and part of Europe.</p> <p>Study how human Geography has changed over time (These can all be covered in one or two lessons of each history topic).</p>	<p>Stone Age: refer to region with British Isles.</p> <p>Year 3: Mayans early civilisations and The Stone Age</p> <p>Ask, research and explain the following questions: Why did the stone age civilization choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today? Relate land use and trade to settlements.</p>

Year 4

Year 4			
K S 2		Content from NC - programme of study Focus: Cornwall, Pendeen, Europe, North America USA	Skills: progression
	Geographical skills and fieldwork	Use fieldwork to observe, measure record and present human and physical features in the local area using a range of methods, including sketch maps with more complex keys, plans and graphs and digital technologies: Explore features on OS maps using (RECAP 4 FIGURE FROM Year 3) move onto 6 figure grid references	<p>Link to visit: Geevor tin mine Pendeen coastal area</p> <p>Understand and use a widening range of geographical terms eg: specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland,</p> <p>Measure straight line distance using line distances using appropriate scale</p>
	Locational Knowledge	Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate the countries of Europe, including Russia Look at the environmental regions of Europe (different areas defined by their environment conditions, such as climate, landforms, soil etc)	Build on prior knowledge of UK regions by using maps to locate countries of Europe. Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France/USA because there is a large mountain range there. Match key landmarks to the country and make suggestions as to how landmarks affect a

		Identify the key physical and human characteristics, countries and major cities eg: rivers, mountains, capitals, landmarks	country (tourism, economy etc) eg: Statue of Liberty in the USA in. Relate to UK landmarks. Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.
	Place Knowledge	<p>Depth study of the UK: Environmental regions, key physical and human characteristics, major cities and national parks. Look at counties, hills, mountains, coasts. Choose 2 key areas of the UK and look at how land use has changed over time:</p> <p>Cornwall and another coastal area UK _____</p> <p>Study of North America -Environmental regions, key physical and human characteristics. Major cities, mountain ranges, rivers, lakes, landmarks.</p>	<p>Use maps to locate features of the UK e.g. rivers, mountains, large cities. Explain and defend which are physical and which are human features. Label counties, cities, mountains and rivers. Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p> <p>Study maps of the USA to identify environmental regions. Compare and contrast these regions. Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. Locate all the man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. Reflect on the importance and value of the tourism industry in these areas.</p>
	Human and physical	<p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>- Study how human Geography has changed over time (These can all be covered in one or two lessons of each history topic). Romans</p>	<p>Use the language of rivers e.g. erosion, deposition, transportation. Explain and present the process of rivers. Compare how river use has changed over time and research the impact on trade in history. Research and discuss how water affects the environment, settlement, environmental change and sustainability. describe the human features of the uk regions: Southwest, cities and/or counties</p> <p>Understand the effects of landscape features on the development of the locality: Cornwall (Mining/ coasts) Describe how people have been affected by changes in the environment Explain about natural resources eg: water in the locality Explore weather patterns around parts of the world Know about the physical features of coasts and begin to understand erosion and deposition</p> <p>Ask, research and explain the following questions: Why did the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Roman Merton like? How did they trade? How is that different today? Relate land use and trade to settlements. Roman roads</p>

Year 5			
KS2		Content from NC - programme of study Global focus: Greece/ Celts - Ireland/ France/ Cornwall	Skills: progression
	Geographical skills and fieldwork	Understand the 8 compass points and use them to explain and identify points on a map. Understand and use wide range of geographical terms eg: subject specific - rivers, mountains, volcanoes and earthquakes (recap water cycle/ rivers from Year 4)	

Locational Knowledge	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	<p>European Country: Greece: Linked to topic about the Greeks</p> <p>Quick revisit from Year 3: Understand the term 'climate zones' and identify some differing ones. Global warming and its implications. Compare a region of the UK with a volcanic region of Italy eg: Pacific Ring of Fire/ focus on Indonesia</p> <p>Identify similarities and differences between this region and a region of the UK.</p> <p>Know about the wider context of places: county, region, country. Know the location of capital cities in countries in the British Isles (Ireland, Northern Ireland, Wales, England, Scotland), seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent.</p>
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	<p>Physical geography study of volcanoes: causes and effects: complete a short study and earthquakes,</p> <p>Study how human geography has changed over time (these can be covered in one or two lessons of each history topic)</p>	<p>Locate places in the world: where volcanoes occur Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of a volcanic eruption. Ask and answer questions about the effects of volcanoes. Discuss how volcanoes affect human life e.g.: settlements and spatial variation. Children to ask questions about global warming. Discover the cause of global warming and research the implications. Reach reasoned and informed solutions and discuss the consequences for the future. Identify changes to be made in own lives in response to this.</p> <p>Ask, research and explain the following questions: Why did the Celts choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? Relate land use and trade to settlements.</p>

Year 6		
	Content from NC - programme of study	Skills: progression

K S 2		UK region/ Scandinavia/ Scotland/ (Vikings)/ Galapagos/ Wider World Refugees.	
	Geographical skills and fieldwork	<p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied: Use eight points of a compass Four and six figure grid reference, symbol keys (including OS maps). Build knowledge of the UK and the wider world</p> <p><u>Fieldwork project: local area?</u></p>	<p>Revisit from Year 3: identify the different hemispheres on a map. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. Locate and label different countries/continents in the Northern and Southern hemisphere. Human geography: understand and use a range of methods, including sketch maps plans and graphs and digital technologies Understand and use a widening range of geographical terms: urban, rural, land, use, sustainability, tributary, trade links, etc: use maps/ charts</p> <p>Fieldwork: Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses Collate the data collected and record it using data handling software to produce graphs and charts of the results. Ask Geographical questions e.g. how is traffic controlled? What are the main problems? - Undertake a street/ noise survey of the local road/ high street - Undertake a general survey of the local road/ high street: Form and develop opinions e.g. Do the pupils like/ dislike the road/ street Compare road with another busier/ quieter street/ road Make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?</p>
	Locational Knowledge	<p>Locate the world's countries, using maps focus on Europe including Russia and North and South America. Countries, and major cities.</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Children to be able to identify main capital cities/oceans etc.</p> <p>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)</p>	<p>Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers. Understand how these features may have changed over time. Select the most appropriate map for different purposes e.g. atlas to find a country, Google Earth to find a village. Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. Locate the major cities of the world and draw conclusions as to their similarities and differences. Use maps to identify longitude and latitude</p> <p><u>Light touch and recap from Year 3/5</u> Name and locate counties and cities within the UK</p> <p>Identify the position of longitude and latitude equator, northern hemisphere, southern hemisphere, the tropics of cancer, and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and the time zones (including day and night) (Possible follow on from Year 5 Science about Earth)</p>
	Place Knowledge	<p>Understand the geographical similarities and difference through the study of human and physical geography of a region of the UK (Southwest, Darwin left from Plymouth), region of mainland European country and a region with South America (Galapagos Island) .</p>	
	Human and physical	<p><u>Revisit:</u> understand the difference between the Northern and Southern hemisphere</p>	<p>Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres. Use and explain the term 'climate zone'. Identify the different climate zones. Ask questions and find out what affects the climate. Use maps to identify different climate zones.</p>

	<p>Understand the term 'climate zones' and identify some differing ones.</p> <p>A focus on biome: A biome is a large region of Earth that has a certain climate and certain types of living things. The main types are Tundra, Desert, Grassland, Tropical Forest.</p> <p>Identify where some of these are on the world map.</p> <p>Focus in particular on the biomes of the Galapagos islands, how does this compare with the topics taught in year 3: Antarctica and Amazon, make comparison with the UK.</p> <p>Vegetation belts:</p> <p>Human geography: describe and understand key aspects of human geography, including settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Understand the term 'biome'. Use knowledge of this term to make suggestions for places in the world which may be biomes. Once the children are aware that the main types are tundra, desert, grassland and rainforest, children use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps. Focus on the Galapagos- identify the climate, the habitats, the plant and animal types and how people live there.</p> <p>Study life through primary sources - recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar/ different.</p>
--	---	---