



Geography overview and progression of skills (EYFS - Year 6)

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
EYFS		Is this Old or is this new?		Are stories real?
1		Where do we live?		Home or away?
2		Where would you like to explore?		Why do people choose where they live?
3	Where does our food come from?		Water – friend or foe?	
4	Celebrating our world. Where did we come from?		How do natural disasters happen?	
5	Why is Brazil brilliant?		Are humans destroying or improving our planet?	
6		What is global trade?/ How fair is fairtrade?		Why is our area special? Linking with local History, map how land use has changed in the local area over time. (History & Geography)



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Fieldwork	<p>EG1 Ask questions to clarify understanding</p> <p>EG2 Describe their immediate environment using knowledge from observation and discussion</p> <p>EG3 Explore natural world around them, observations and drawing pictures</p>	<p>1G1 Record what they have seen, in simple ways, including pictures and diagrams with labels</p> <p>1G2 Remember and talk about what was seen</p> <p>1G3 Use a digital camera to record what they see</p> <p>1G4 Recognise characteristic physical and human features of places - built up, noisy, busy, quiet</p>	<p>2G1 Ask simple geographical questions</p> <p>2G2 Make detailed sketches whilst on field work and/or draw labeled diagrams</p> <p>2G3 Begin to use concepts of NSEW</p> <p>2G4 Use tally charts and simple tables to collect information</p> <p>2G5 Use aerial photographs to identify land use and other geographical feature</p>	<p>3G1 Use prediction and prior knowledge to find out about unknown places, and combine this with observation</p> <p>3G2 Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires</p>	<p>4G1 Understand how weather changes an environment</p> <p>4G2 Record information on charts, graphs and tables including on computer</p> <p>4G3 Use different sources including a database to find out information</p>	<p>5G1 Suggest suitable questions for a field work study</p> <p>5G2 Examine, question, analyse what is discovered, using a range of evidence</p> <p>5G3 Collect statistics about people and places</p> <p>5G4 Make a database to record information</p> <p>5G5 Make good use of ICT in charts and graphs</p> <p>5G6 Justify own viewpoint or decision, and use new information to adapt their own viewpoint</p>	<p>6G1 Suggest plausible conclusions, and back up with evidence</p> <p>6G2 Collect statistics about people and places, and set up a database from fieldwork or research (Within the school)</p> <p>6G3 Use a range of graphs, including pie charts.</p> <p>6G4 Analyse data – e.g. population data - using similarity and difference</p> <p>6G5 Speculate and hypothesise about what is found</p>
Mapwork	<p>EG4 Describe their immediate environment using knowledge from observation and discussion (Local area)</p>	<p>1G5 Use simple blocked maps and plans</p> <p>1G6 Make a plan of the classroom</p> <p>1G7 Mark the location of the school on a simple local map</p> <p>1G8 Know the main aspects of the British Isles using maps</p> <p>1G9 Use directional language [for example, near and far; left and right], to</p>	<p>2G6 Know the main aspects of the British Isles using maps</p> <p>2G7 Begin to use concepts of NSEW</p> <p>2G8 Identify equator & north and south hemisphere</p> <p>2G9 Identify features on a map</p> <p>2G10 Draw and use simple maps and plans, sometimes with keys</p>	<p>3G3 Use and draw maps with a simple key</p> <p>3G4 Use maps with simple grid references</p> <p>3G5 Work out routes on maps and plans, incorporating atlases where relevant</p> <p>3G6 Plan routes using 4 points of the compass</p>	<p>4G4 Read and use the symbols on an OS map</p> <p>4G5 Use four figure grid references to locate points on a map</p> <p>4G6 Use atlases which show physical and human features</p> <p>4G7 Compare information from atlases with that from a globe</p> <p>4G8 On a world map, locate areas of</p>	<p>5G7 Use four figure grid references to locate points on a map</p> <p>5G8 To use an atlas confidently whilst using scale factors to compare to real life</p>	<p>6G6 Use 6 figure grid references</p> <p>6G7 On a world map locate the main countries in Africa, Asia and Australasia/Oceania.</p>



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		describe the location of features and routes on a map.			similar environmental regions. either desert, rainforest or temperate regions. 4G9 To begin to understand scale factors		
Locational knowledge	EG5 Describe their immediate environment using knowledge from stories, non-fiction texts and maps. EG6 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.	1G10 Know the main aspects of the British Isles using maps 1G11 Name & locate the four countries and capital cities of the United Kingdom and its surrounding seas. 1G12 Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	2G11 Know the main aspects of the British Isles using maps 2G12 Identify the main regions of the world – continents, equator, tropics 2G13 Name and locate the world's seven continents and five oceans.	3G7 Locate the main countries of Europe inc. Russia. 3G8 Identify main capital cities of Europe 3G9 Identify longest rivers in the world & compare with UK 3G10 Reinforce location and names of the 7 continents on a World map and five oceans 3G11 Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	4G10 On a world map, locate areas of similar environmental regions. either desert, rainforest or temperate regions. 4G11 Locate and name the main counties and cities in/around London 4G12 Identify time differences around the world using longitude and latitude(moved from year 5)	5G9 Locate the main countries in Europe and North or South America. 5G10 Locate and name principal cities. 5G11 Locate and name the main counties and cities in England.	6G8 On a world map locate the main countries in Africa, Asia and Australasia/Oceania.
Cultural awareness	EG7 Talk about lives of people around them EG8 Know some similarities and differences between different religious and cultural communities in this	1G13 Compare a region of the UK with a contrasting non-European country	2G14 To begin to make comparisons between geographical features in different parts of the world	3G12 Understand that different places may have similar / different characteristics and give reasons for these 3G13 Compare a region of the UK	4G13 Compare a region of the UK with a region in Europe & Asia & Africa	5G12 Compare a region in the UK with a region in North or South America with significant differences and similarities.	6G9 Begin to understand geographical pattern – e.g. industry by a river (Move to yr6 from yr5) 6G10 Distribution of natural resources focussing on commodities.



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	country, drawing on their experiences and what has been read in class			with a region in Europe			
Environment impact	<p>EG9 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (changes in seasons and the impact on the environment - comparisons local, national and international)</p>	<p>1G14 Recognise characteristic physical and human features of places - built up, noisy, busy, quiet</p>	<p>2G15 Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>3G14 Understand how weather changes an environment</p>	<p>4G14 To understand how climate zones may be affected by factors such as climate change</p>	<p>5G13 Fair/unfair distribution of resources (Fairtrade). 5G14 Understand how people can both improve and damage the environment & ways this can be addressed 5G14 Identify their main environmental regions, key physical and human characteristics, and major cities (Biomes, moved from year 6)</p>	<p>6G11 Suggest how human activities can cause changes to environment and to the different views people hold 6G12 Recognise dependent links and relationships in both human and physical geography 6G13 Linking with local History, map how land use has changed in the local area over time. 6G14 Describe and understand key aspects of physical & human geography and how these change over time.</p>
Human & physical geography	<p>EG10 Understand different roles in society EG11 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>1G15 Describe places using their characteristics and simple vocabulary – e.g. house, street, 1G16 Describe key human features, including: city, town, village, factory, farm, house, office. 1G17 Recognise characteristic physical and human features of places -</p>	<p>2G16 Use vocabulary of size to classify –hamlet, village, town, city 2G17 Use aerial photographs to identify land use and other geographical feature 2G18 Key human features, including: city, town, village, factory, farm, house,</p>	<p>3G15 Understand that different places may have similar / different characteristics and give reasons for these 3G16 Understand how economic development can change a place 3G17 Identify the parts of a river, and land use around</p>	<p>4G15 Compare a region of the UK with a region in Europe & Asia & Africa 4G16 Understand why people choose to live in contrasting areas & compare them 4G17 Physical geography, including: climate zones, biomes, vegetation belts and mountains.</p>	<p>5G15 Human geography including trade between UK and Europe and ROW 5G16 Fair/unfair distribution of resources (Fairtrade). 5G17 Understand how people can both improve and damage the environment &</p>	<p>6G15 Suggest how human activities can cause changes to environment and to the different views people hold 6G16 Recognise dependent links and relationships in both human and physical geography 6G17 Linking with local History, map how land use has</p>



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	<p>EG12 Changes of human life cycle and growth, physical changes in the environment inc. decay</p>	<p>built up, noisy, busy, quiet</p> <p>1G18 Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>1G19 Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation</p>	<p>office, port, harbor and shop</p>	<p>and how these can change people's lives</p> <p>3G18 Water cycle (no transpiration)</p> <p>3G19 Explain process of erosion & deposition, and its effects on people</p>	<p>4G18 Causes of volcanoes and earthquakes (plate tectonics, ring of fire)</p>	<p>ways this can be addressed</p> <p>5G18 Physical geography including coasts, rivers and the water cycle (revisit) including transpiration; climate zones, biomes and vegetation belts.</p>	<p>changed in the local area over time.</p> <p>6G18 Describe and understand key aspects of physical & human geography and how these change over time.</p>