



Lovers' Lane Primary and Nursery School



Geography National Curriculum EYFS and Key stage 1

EYFS: Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

Key Stage 1

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.

Locational knowledge: 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

Place knowledge: 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

Human and physical geography: 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: 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.

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EYFS	Understanding the world	All about me (A1) Come Outside (Sp1) Into the Woods (Su2)
Year 1	Local Study (Newark and the UK) -	We are going to explore where we live
	Comparative Study (Coast) – Locational, human, physical and place knowledge - link with history topic	We are going find out about toys and seaside holidays in the past- History Topic
Year 2	Comparative Study – UK and contrasting non-European Country – UK and a place in Africa.	We are going from the UK to Africa
	Local Study - Locational, human, physical and place knowledge-link with history topic	We are going to explore the history of Newark Castle- History topic

Geography National Curriculum Key stage 2

Key stage 2 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.

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 - 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)

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

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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.**

Year 3	Distribution of natural resources, types of settlement, land use, economic activity- Mexico/Mayans – impact of tourism.	We are going to the Rainforest
Year 4	Volcanoes, earthquakes, North Pole, South Pole, Extreme climate, types of settlement, land use,	We are going to the extremes of the Earth
Year 5	European countries, settlement, land use rivers and mountains.	We are going river deep, mountain high
Year 6	North and South America and the UK. Climate zones and Biomes.	We are going on a trip around the world.

Map creating ideas:

https://www.geography.org.uk/download/ga_conf12barlowpgce.pdf

Using globes- recognizing the Globe is the Earth / compare to map

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Geography Learning Progression Skills (Disciplinary Knowledge)

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>We are going to explore where we live</p> <p><u>History Topic Link: We are going find out about toys and seaside holidays in the past</u></p>	<p>We are going from the UK to Africa</p> <p><u>History Topic Link: We are going to explore the history of Newark Castle</u></p>	<p>We are going from the UK to the Rainforest (½ term each)</p>	<p>We are going to the Extremes of the Earth (how the Earth is made- tectonic plates, core, crust etc)</p>	<p>We are going river deep and mountain high</p>	<p>We are going on a voyage around the world</p>
<p><u>Interpreting sources of Geographical information</u></p>	<p>ELG: People, Culture and Communities</p> <p>•Know 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.</p>	<p>Know how to use a simple picture map</p> <p>Know how to recognize UK on a world map.</p> <p>Know how to follow directions: up/down, near/far, left/right.</p> <p>Know how to answer some simple questions using different resources, such as books, photographs and atlases</p>	<p>Know how to use an infant atlas and simple world map to locate the continents and the UK and its four countries</p> <p>Know how to use a simple map, globe photographs or film to recognise and describe the characteristics of Newark and compare these to a contrasting locality (town in Africa)</p> <p>Know how to use a simple map to locate Newark castle and its surrounding features <u>History Topic: We are going to explore the history of Newark Castle</u></p>	<p>Know how to use a junior atlas to locate the places I am studying</p> <p>Know how to use some simple map symbols when reading a junior atlas or map</p> <p>Know how to use a map, globe photographs, graphs and film to gain a deeper understanding of the characteristics of the UK and a contrasting locality (the rainforest) know how to use google earth to locate places in the world – eg different rainforests eg Mexico, Daintree in Australia (Cairns).</p>	<p>Know how to use a junior atlas to locate places I am studying</p> <p>Know and use a growing number of map symbols when reading a junior atlas or map</p> <p>Know how to use a map, globe photographs, graphs and film to gain an understanding of key aspects of geological features (volcanoes, earth quakes, structure of the earth)</p> <p>Know how to use google earth to compare places (Extreme Weather topic) and find key places in the world – eg volcano sites.</p>	<p>Know how to find information independently using a junior atlas</p> <p>Know some OS map symbols and identify them on an OS map</p> <p>Know how to use a 4 figure grid reference</p> <p>Know how to use a map, globe diagrams and photographs to identify land use patterns and key topographical features (Contours, rivers, hills, mountains coasts)</p> <p>Know how to use google earth to look from one mountain range to another – using recent searches/search tool and guided tours feature in search area.</p>	<p>Know how to confidently use a junior atlas using the contents page and index to find out geographical and environmental information.</p> <p>Know how to use OS maps and symbols to answer questions</p> <p>Know how to use a 6 figure grid reference</p> <p>Know how to use a map, globe, diagrams and photographs to identify key characteristics and topographical features of different countries</p> <p>Know how to use google earth to measure distances from different countries (see Mrs Stafford for instructions!)</p>



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<p>Communicating Geographical Information</p>	<p>•Know and draw information from a simple map.</p>	<p>Know how to make a map of the school grounds (collage, string journey map)</p> <p>Know how to label a simple diagram, map or photograph using some simple geographical words</p> <p>Know how to use simple geographical words to describe where they live/go to school.</p> <p>Know how to communicate knowledge and understanding through discussion, drawing, making models, ICT and writing</p>	<p>Know how to create an imaginary sketch map of where I live with simple symbols in a key (collage of Newark with key features)</p> <p>Know how to label a simple diagram, map or photograph using geographical words</p> <p><u>History Topic:</u> <u>We are going to explore the history of Newark Castle</u></p> <p>Know how to use simple geographical words to describe their location and another place they have learned about</p> <p><u>History Topic:</u> <u>We are going to explore the history of Newark Castle</u></p> <p>Know how to communicate knowledge and understanding through simple discussions, drawing model making, ICT and writing</p> <p><u>History Topic:</u> <u>We are going to explore the history of Newark Castle</u></p>	<p>Know how to create a simple "Nested hierarchies" map</p> <p>Know how to label a diagram, map or photograph using a growing range of geographical words</p> <p>Know how to use a broad range of geographical words when describing the locations and geographical features they have studied</p> <p>Know how to communicate knowledge and understanding through discussion, drawing, model making, ICT and writing</p>	<p>Know how to create a map using some of the symbols they know (collage map of volcanoes and earthquakes around world?)</p> <p>Know how to independently and accurately label a detailed diagram, map or photograph using appropriate geographical words</p> <p>Know how to use increasingly complex geographical words when describing the locational and geographical features studied</p> <p>Know how to communicate knowledge and understanding through discussion, drawing, model making, ICT and writing (Use green screen/ ipads to report on volcanic eruption – eg popacatapel in Mexico or Pompeii)</p>	<p>Know how to create a map that includes contour lines and other appropriate symbols</p> <p>Know how to create a detailed "Nested hierarchies" map</p> <p>Know how to independently and accurately label a detailed diagram, map or photograph using some appropriate geographical words</p> <p>Know how to independently use the geographical language they have learned when describing locational and geographical features studied</p> <p>Know how to communicate knowledge and understanding through in depth discussions, detailed drawing, model making, ICT and extended writing</p>	<p>Know how to draw a map using appropriate OS symbols and a key</p> <p>Know how to confidently and accurately label diagrams, maps or photographs choosing appropriate geographical language</p> <p>Know how to independently and confidently use a wide range of geographical language to describe in detail, locations and geographical features studied</p> <p>Know how to communicate knowledge and understanding through in depth discussion, detailed drawings, ICT and extended writing</p>



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<p>Fieldwork and observational Skills</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><u>Trip to Local Park</u> Link with seasons; discuss what we will see on our journey to the park and how we will get there.</p>	<p><u>Walks around school and grounds</u> Know how to use a simple map to find their way around school grounds Know some of the features (human and physical) in this environment</p>	<p><u>Walk to Town</u></p> <p>Know how to follow a simple map to walk to Newark castle.</p> <p>Know how to gather information about the key human and physical features of Newark</p>	<p>Know how to collect rainfall- Present data and compare amount to Rainforest location.</p>	<p>Know that extreme weather patterns in the UK are affecting people's lives.</p> <p>Know why and how flooding effects the people of Newark</p> <p>Know ways that Councils are trying to deal with this problem</p>	<p><u>Visit Newark Lock</u></p> <p>Know how a Lock works</p> <p>Know why and how Newark River has been and still is used.</p>	<p>Is Greta right?</p> <p>Know how to use sources or methods (such as digital technologies) to find answers to their own geographical questions</p> <p>Know how to report on ways in which humans have both improved and damaged the environment – climate change</p> <p>Know ways and explain how people are trying to manage their environment</p>
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Geography Progression: Factual Knowledge (Substantive)

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>All about me (A1)</p> <p>Come Outside (Sp1)</p> <p>Into the Woods (Su2)</p>	<p>We are going to explore where we live</p>	<p>We are going from the UK to Africa</p>	<p>We are going from the UK to the Rainforest (½ term each)</p>	<p>We are going to the Extremes of the Earth (how the Earth is made-tectonic plates, core, crust etc)</p>	<p>We are going river deep and mountain high</p>	<p>We are going on a trip around the world</p>
Locational Knowledge	<p>Know some similarities and differences between life in this country and life in other countries.</p>	<p>Know their address to tell someone</p> <p>Know and begin to identify the four countries making up the United Kingdom</p> <p>Know where the UK is on a world map.</p> <p>Know that they live in a town and name where they live.</p> <p>Know that Newark can be found on a map of the UK</p> <p>Know that the seaside is on the coast <u>(History Topic: We are going find out about toys and seaside holidays in the past)</u></p>	<p>Know and write their address.</p> <p>Know and identify where they live on a map of the UK.</p> <p>Know and identify the four countries (England, Wales, Scotland and Ireland) and capital cities of the UK and the surrounding seas.</p> <p>Know different characteristics of the 4 UK countries (eg traditional dress, famous landmarks, foods, traditional flowers (Rose, Daffodil, Thistle, Shamrock), flags.</p> <p>Know the names of the continents of the world and find them on a world map.</p> <p>Know the names of the world's 5 oceans and find them on a world map.</p>	<p>Know the names and locations of some UK cities</p> <p>Know and be able to locate the four UK countries and their capital cities</p> <p>Know how to identify key features of their own locality by using a map</p> <p>Know where some of the world's rainforests are. Name and locate their countries on a map</p> <p>Know the position and significance of the equator, Tropics of Cancer and Tropics of Capricorn on a map</p>	<p>Know the names of some countries and locate them on a map (sites of earthquakes, volcanoes other extremes)</p> <p>Know the names of some of the world's deserts and locate them on a map</p> <p>Know the names of some of the world's most famous volcanoes and locate them on a map</p> <p>Know confidently and identify the continents and five oceans of the world</p> <p>Know and identify the positions of the Northern and Southern Hemisphere on a map Know locate and name the Arctic and Antarctic on a world map</p>	<p>Know what a county is and name some of the main counties, cities and towns in the UK and locate them on a map</p> <p>Know the names of some mountain regions of the UK and locate them on a map</p> <p>Know the names of some of the UKs major rivers and locate them on a map</p> <p>Know the names of some European countries and capital cities and locate them on a World Map</p> <p>Know the names of some of the world's most famous mountain regions and locate them on a map</p> <p>Know the names of some of the world's major rivers and locate them on a map</p>	<p>Know names and locations of different countries in North, South and Central America and some of their Capital cities</p> <p>Know the key human and physical characteristics and landmarks of some different countries in North, South and Central America and some of their Capital cities</p> <p>Know the names of the main lines of latitude and meridian of longitude</p> <p>Know and begin to recognise the climate of a given country according to its location on the map</p> <p>Know the names the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles</p> <p>Know and explain how the time zones work</p> <p>Know how to plan a journey to another part of the world which takes account of time zones</p>

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Geography Progression: Factual Knowledge (Substantive)

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>All about me (A1)</p> <p>Come Outside (Sp1)</p> <p>Into the Woods (Su2)</p>	<p>We are going to explore where we live</p>	<p>We are going from the UK to Africa</p>	<p>We are going from the UK to the Rainforest (½ term each)</p>	<p>We are going to the Extremes of the Earth (how the Earth is made-tectonic plates, core, crust etc)</p>	<p>We are going river deep and mountain high</p>	<p>We are going on a trip around the world</p>
Place Knowledge	<p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Use navigational language with bee-bots on simple maps.</p> <p>Talk about their homes and what there is to do near their homes. Comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p>	<p>Know some simple geographical words that describe where they live</p> <p>Know that different places have different features (History Topic: <u>We are going find out about toys and seaside holidays in the past</u>)</p> <p>Know and name some features that they see. (History Topic: <u>We are going find out about toys and seaside holidays in the past</u>)</p> <p>Know that different places make us feel different ways (History Topic: <u>We are going find out about toys and seaside holidays in the past</u>)</p>	<p>Know some simple geographical words that describe where they live. (History Topic: <u>We are going to explore the history of Newark Castle</u>)</p> <p>Know some simple geographical words that to describe a small area in a place outside Europe (Africa).</p> <p>Know and compare some of the geographical and environmental similarities and differences between a small area of the UK (Newark) and a small area in Africa (teacher's choice).</p>	<p>Know some of the Geographical and environmental features of the UK (climate, hills, mountains, lakes, towns, cities, moors etc)</p> <p>Know some of the geographical and environmental features of a rainforest (climate, layers, villages)</p> <p>Know some of the similarities and difference between an area of the UK and the Rainforest and compare these</p> <p>Know reasons and give examples of what a place might be like in the future</p> <p>Know that Rainforests are changing over time and explain how and why this is happening</p>	<p>Know some of the geographical features of some extreme places on earth</p> <p>Know some of the geographical similarities and differences between the UK and an extreme part of the earth.</p> <p>Know and explain how they think a place they have never visited might make them feel and justify their ideas</p> <p>Know that climate change is effecting the landscape of some of these extreme places</p> <p>Know some ways that climate change is effecting world</p> <p>Know how climate change is impacting people's lives</p>	<p>Know some landmarks and geographical and environmental features of some European countries</p> <p>Know how to describe a place they would like to visit give detailed reasons</p> <p>Know that the lives of people living in mountain regions would be different from their own</p> <p>Know and explain why people are attracted to live by rivers</p> <p>Know and explain why many cities of the world are situated by rivers</p>	<p>Know and understand some of the geographical differences between the UK and Jamaica (climate, size, landscapes, flora/ fauna, animals, natural resources etc).</p> <p>Know and understand some of the environmental differences between the UK and Jamaica (Population, employment, housing, land use, settlements)</p>



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Geography Progression: Factual Knowledge (Substantive)

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	<p>All about me (A1)</p> <p>Come Outside (Sp1)</p> <p>Into the Woods (Su2)</p>	<p>We are going to explore where we live</p>	<p>We are going from the UK to Africa</p>	<p>We are going from the UK to the Rainforest</p>	<p>We are going to the Extremes of the Earth (how the Earth is made-tectonic plates, core, crust etc)</p>	<p>We are going river deep and mountain high</p>	<p>We are going on a trip around the world</p>
<p>Human and Physical Geography</p>	<p>Know features of local environment.</p> <p>Know differences and similarities of maps of local area and places on Google Earth – how are they similar/different?</p> <p>Share non-fiction texts that have an insight into contrasting environments. Communicate understanding of own environment and contrasting environments through conversation and in play.</p>	<p>Know the 4 seasons. (2nd half term to align with science)</p> <p>Know about different daily weather patterns. (2nd half term to align with science)</p> <p>Know features of physical and human geography. Eg PHYSICAL: beach, cliff, coast, mountain, river, forest, hill, sea, ocean, soil, valley, vegetation, season, weather. HUMAN: city, town, village, factory, farm, house, office, port, harbour, shop. (History Topic: We are going find out about toys and seaside holidays in the past)</p> <p>Know some human and physical features of their own locality (eg: town, house, office, shops,</p>	<p>Know that each season in the UK can have different weather due to the time of year</p> <p>Know where hot and cold places are in the world in relation to the equator and North/ South poles.</p> <p>Know that Newark is a town and know the difference between village, town and city.</p> <p>Know and describe the main human and physical features of a Newark and a well-known city (London – pre-learning for GFOL in history). (eg: city, factory, office, shop, river)</p> <p>Know some similarities and differences between a place in Africa and Newark (eg, landscapes, animals, weather, food, jobs, homes etc).</p>	<p>Know that there are different weathers in different parts of the world</p> <p>Know that the climate of a place (UK and Rainforest) effects the people and animals who live there</p> <p>Know and describe some of the features a Rainforest and compare these to some features of the UK</p> <p>Know some reasons that people might choose to live in a city, town or village.</p>	<p>Know where extreme weather occurs</p> <p>Know and describe how the Earth is formed</p> <p>Know and explain what tectonic plates are</p> <p>Know and explain how volcanoes are created</p> <p>Know and explain how Earthquakes are created</p> <p>Know and explain how volcanoes have an impact on people's lives</p> <p>Know and explain how physical features of an environment effect the human features</p>	<p>Know and confidently describe some human and physical features in the UK and describe some of the features associated with it being an island</p> <p>Know that rivers shape the landscape and change localities over time</p> <p>Know that rivers effect settlement and land use</p> <p>Know and describe the features of a mountain</p> <p>Know the different ways that mountains are formed</p> <p>Know and describe the features of a river</p>	<p>Know the physical and human features of different places around the world including North, South and Central America.</p> <p>Know and describe how some places are similar and others are different in relation to their human and physical features (Jamaica and UK)</p> <p>Know what the six main types of biomes are and where they are located.</p> <p>Know that Biomes are linked to Climate Zones</p> <p>Know what a vegetation belt is.</p> <p>Know about types of settlements and land use, economic activity,</p>



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		houses (detached, terrace, semi-detached), church, market square, factory, castle. River, soil, hills, forest (Sherwood), vegetation, season and weather, quay/harbour, marina)				Know and explain how the water cycle works	including trade links the Uk and in Jamaica eg bananas, coffee, sugar, Fairtrade. Know what natural resources are available and how these are distributed, including energy, food, minerals and water (eg trade links)
<u>GEOGRAPHICAL VOCABULARY / TERMS</u>		PHYSICAL: beach, cliff, coast, river, hill, sea, season, weather. HUMAN: city, town, factory, farm, house, office, harbor, shop.	PHYSICAL: beach, cliff, coast, mountain, river, forest, hill, sea, ocean, soil, valley, vegetation, season, weather. HUMAN: city, town, village, factory, farm, house, office, port, harbor, shop.	Understory, equator, emergent, temperature, endangered, sustainable, tropical	Climate, tectonic plates, tsunami, dormant, extinct, magma, inner core, outer core, crust, mantle, fault lines,	Water cycle, precipitation, transpiration, evaporation, settlement, resources, meander, tributary, source, mouth, estuary, mountains, face, summit, peak, range, fold, dome, block	Climate, vegetation belt, trade, Fairtrade, distribution, economic, longitude, latitude, hemisphere, equator, climate, land use, population, size, landscapes, flora/ fauna, animals, foods, employment Biomes of the World Tropical Rainforest., Temperate Forest., Desert., Tundra., Taiga (Boreal Forest), Grassland, Savanna.