



EYFS	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. • Recognise some environments that are different to the one in which they live.
	ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction text and (when appropriate) maps.
			The Natural World	<ul style="list-style-type: none"> • 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. • Understand some important processes and changes in the natural world around them, including the seasons.

EYFS	Throughout the year, children in Reception are given play-based opportunities linked to all areas of the curriculum, including UW. Children will investigate their immediate environment and become inquisitive about the world around them. In all topics, there is an additional focus on a particular area of UW as detailed below.								
	Autumn 1	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 1	Summer 2
	All about me Their home and where they live and compare to homes of others. Use of locational and positional language.	Sparkle and Shine Asking questions about their familiar world and where different celebrations originate from.	Superheroes Making maps to find the superhero base.	Winter Wonderland Learn about the polar regions. Which are cold places? Which animals live there? How do they adapt?	Dinosaurs Learn what a volcano is.	Pets Where do different animals come from?	Once Upon a Time Story maps.	Minibeasts Minibeast habitats - are they all the same or are there differences?	Splash Oceans and Seas. Pirate treasure maps.

	2-Year cycle	Autumn Term	Spring Term	Summer Term
Year 1/2	Cycle A	Autumn 1 - Our school	Spring 1 - Around the World Spring 2 - From Gnosall to Kenya	
	Cycle B	Autumn 1 - Weather Patterns	Spring 2 - A Tale of Two Cities - Wolverhampton and London	Summer 1 - By the Beach
Year 3/4	Cycle A		Spring 1 - Our European Neighbours Spring 2 - Italy Today	
	Cycle B	Autumn 1 - Uncovering the UK Autumn 2- Where our Food Comes From	Spring 2 - Liverpool and Rio	Summer 2 - Amazing Amazon
Year 5/6	Cycle A		Spring 1 - Rivers Spring 2 - Mountains	Summer 2 - Counties of the UK
	Cycle B		Spring 1 - Extreme Earth Spring 2 - Climate Zones	Summer 2 - River Nile

Geography Skills Progression

	Key Stage			
	EYFS	KS1	LKS2	UKS2
Locational knowledge	<ul style="list-style-type: none"> -To know there are different countries in the world. - To use stories and pictures to talk about differences in life in other countries. -Talk about what is the same and different in life in this country and in other countries. - Talk about the area they live in, including what the weather is like. -To describe their own environment and local area. -Describe another environment which is different to ours that we live in e.g. desert, Arctic, etc. -To contrast the natural world around them with different environments. 	<ul style="list-style-type: none"> -Use maps, atlases and globes to identify the United Kingdom and its countries. -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. -Name and locate the world's seven continents. -Name and locate the world's five oceans. -Name and locate the surrounding seas of the United Kingdom. -Find similarities and differences of the UK to non-European country. 	<ul style="list-style-type: none"> -Name and locate cities of the United Kingdom -To understand and explain the importance of the Prime/Greenwich Meridian to London's history and its importance today. -To know the countries that make up the continent of Europe, including Russia. -To understand geographical similarities and differences through the study of human and physical geography a region within Europe. -To understand geographical similarities and differences through the study of human and physical geography a region within South America 	<ul style="list-style-type: none"> -Locate the worlds countries using maps to focus on Europe. -To name and locate counties across the UK. To know the county the children live in and the ones that surround our own. -Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
Human features	<ul style="list-style-type: none"> -Make detailed observations of the world around me thinking about my senses- feel, hear, see, smell. Start to explore the natural world. - Use the correct vocabulary such as road, village, house. -Describe the school environment and the environment around it using what I know from observation, discussion, stories/non-fiction and maps. -Talk about religion and culture within my country the UK. Also discuss how different people celebrate Christmas 	<ul style="list-style-type: none"> -To use basic geographical vocabulary (cities, town, shop, village, house, factory) -To use basic geographical vocabulary to refer to farm, shop -To use basic geographical vocabulary to refer to port, harbour. 	<ul style="list-style-type: none"> -To understand how the human geography of London has changed over time. -To be able to explain why people are attracted to live in cities -To describe and understand key aspects of human geography including land use and the distribution of food, minerals and water. 	<ul style="list-style-type: none"> -To understand economic activity including trade links. -To describe and understand key aspects of human geography including the distribution of natural resources, including energy food, minerals and water. -To be able to explain why people are attracted to live by rivers

	<p>and other festivals such as the Divali.</p> <ul style="list-style-type: none"> - Talk about some special places such as where people worship in our and other communities. -Talk about what I can see outside using a wide vocabulary. 			
<p>Physical features</p>	<ul style="list-style-type: none"> -Make detailed observations of the world around me thinking about my senses- feel, hear, see, smell. -Explore and talk about the natural world using what I know from stories/non-fiction. -Describe the school environment and the environment around it using what I know from observation, discussion, stories/non-fiction and maps. -Talk about what I can see outside using a wide vocabulary. -Talk about the area I live in, including what the weather is like. -Talk about the weather linked to seasonal change and name all the seasons. 	<ul style="list-style-type: none"> -To understand the physical geography of inner cities -Identify seasonal and daily weather patterns in the UK -Identify hot and cold areas of the world in relation to the equator and the north and south poles -Use the basic geographical vocabulary to refer to beach, cliff, coast, sea, ocean. -Use the basic geographical vocabulary to refer to season and weather. -Use the basic geographical vocabulary to refer to forest, hill, soil, river. 	<ul style="list-style-type: none"> -Name and locate the main seas of the UK. -To understand how the physical geography of London has changed over time. -Name and locate the main seas that surround Europe. -Describe and understand physical aspects of rivers. -Describe and understand physical aspects of the water cycle. 	<ul style="list-style-type: none"> -Describe and understand key aspects of natural phenomena, volcanoes and earthquakes and tsunamis. -To further explore given physical features of different countries (rivers and mountains) -Name and locate the main rivers of the UK. -To name and locate some of the areas of high ground in the UK. -To describe and understand key aspects of climate zones, biomes and vegetation belts.