



At Abbey Village, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence our mixed age curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects at their own pace and in the best possible way for each individual child.

EYFS Programme Understanding the World

Early Learning Goal : The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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 and changing states of matter.

Geography progression	Foundation Sequence towards KS1	Year 1,2 Sequence towards Lower KS2	Year 3,4 Sequence towards Upper KS2	year 5,6
Location knowledge	<ul style="list-style-type: none"> • Talk about similarities and differences in relation to places, objects, materials and living things. • Talk about different types of transport and journeys. • Name the school and area that they live in. • Talk about the effect of changing seasons on the natural world around them. • Recognise some environments that are different to the one in 	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Name and locate the worlds seven continents and five oceans. • Know features of hot and cold places in the world • Know which is the hottest and coldest season in the UK • Know and recognise main weather symbols • Know where the equator, North Pole and South Pole are on a globe • Know which is N, E, S and W on a 	<ul style="list-style-type: none"> • Locate and name the continents on a World Map. • Locate the main countries of Europe including Russia. • Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities. • Locate and name the main counties and cities in England. • Identify the longest rivers in the world, largest deserts, highest mountains. Compare with UK. 	<ul style="list-style-type: none"> • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. • On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. • Locate the main countries in Europe and North or South America. • Compare 2 different regions in UK rural/urban. • Linking with History, compare land use maps of UK from past with the present, focusing on land use.

Don't give up

Try new things

Respect others

Concentrate

Be motivated

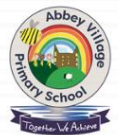
Improve

Imagine

Push yourself



	<p>which they live.</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Explain 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>compass</p> <ul style="list-style-type: none"> Know the names of the four countries that make up the UK and name the three main seas that surround the UK Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland Know their address, including postcode 		<ul style="list-style-type: none"> Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day
<p>Place knowledge</p>	<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Explore the natural world around them. Use the school grounds/local area for exploring both the built and the natural environment. Express their opinions on natural and built environments. Suggest ideas for improving the classroom, outdoor area. 	<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. And a small area of the United Kingdom, concentrating on islands and sea sides <i>Know the main differences between a place in England and that of a small place in a non-European country</i> <i>Know the names of and locate the seven continents of the world</i> <i>Know the names of and locate the five oceans of the world</i> 	<ul style="list-style-type: none"> 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. Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level. Link with Science, rocks. <i>Know at least five differences between living in the UK and a Mediterranean country</i> <i>Use maps to locate European countries and capitals.</i> <i>Know the name of many of Europe's capitals and major cities</i> 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America. <i>Know key differences between living in the UK and in a country in North or South America</i> <i>Know how to use graphs to record features such as temperature or rainfall across the world</i> <i>know the names of most North or South American countries</i> Compare a region in UK with a region in N. or S. America with significant differences and



			<ul style="list-style-type: none"> • Know the difference between living in a city. Town or village. 	<p>similarities. E.g. Link to Fairtrade of bananas in St Lucia (see Geography.org etc. for free and commercially available packs on St Lucia focussing on Geography).</p> <ul style="list-style-type: none"> • Understand some of the reasons for similarities and differences.
<p>Human and physical geography</p>	<ul style="list-style-type: none"> • Make observations of the environment and explain why some things occur and talk about changes. • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Show care and concern for living things and the environment. • Describe seasonal and daily weather changes. • Look closely at similarities, differences, patterns and change (e.g. Autumn hunt in the playground/forest area of the school grounds) 	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom. Identify 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: • <u>Key physical features</u> : forest, hill, mountain, lake, valley, island, river, cliff, beach • <u>human features</u> , : city, town, village, factory, farm, house, office. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, • Know that most of the major cities of the world are located close to a river. • Introduction to Volcanoes and earthquakes linking to Science: rock types. • Looking at plate tectonics and the ring of fire • Know what causes an earthquake • Label the different parts of a volcano • Know what a Tsunami is • Human geography including trade links in the Pre-roman and Roman era. • Types of settlements in Early Britain linked to History. Why did early people choose to settle there? • Types of settlements in modern 	<ul style="list-style-type: none"> • Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) • know what is meant by biomes and what are the features of a specific biome • know the terms: emergent layer, canopy, understory and forest floor and be able to label them on a diagram • Distribution of natural resources (raw materials) focussing on energy (link with coal mining fossil fuels) and renewable energy.

Progression in Geography

			Britain: villages, towns, cities.	
Mapping	<ul style="list-style-type: none"> • Explore maps and globes and understand how the land and sea are represented. • Draw information from a simple map. • Draw simple maps and routes e.g. the school grounds. • Use everyday language to talk about positions and distance to solve problems. Describe relative position such as behind or next to. • 	<ul style="list-style-type: none"> • Use a range of maps and globes (including picture maps) at different scales. • Use vocabulary such as bigger/smaller, near/far. • Know that maps give information about places in the world (where/what?). • Locate land and sea on maps. • Use large scale maps and aerial photos of the school and local area. • Recognise simple features on maps e.g. buildings, roads and fields. • Follow a route on a map starting with a picture map of the school. • Recognise that maps need titles. • Recognise landmarks and basic human features on aerial photos. • Know which direction is North on an OS map. • Draw a simple map e.g. of a garden, route map, place in a story. 	<ul style="list-style-type: none"> • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. • Use maps at more than one scale. • Recognise that larger scale maps cover less area. • Make and use simple route maps. • Recognise patterns on maps and begin to explain what they show. • Use the index and contents page of atlases. • Label maps with titles to show their purpose • Recognise that contours show height and slope. • Use 4 figure coordinates to locate features on maps. • Create maps of small areas with features in the correct place. • Use plan views. • Recognise some standard OS symbols. • Link features on maps to photos and aerial views. 	<ul style="list-style-type: none"> • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Relate different maps to each other and to aerial photos. • Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. • Choose the most appropriate map/globe for a specific purpose. • Follow routes on maps describing what can be seen. • Interpret and use thematic maps. • Understand that purpose, scale, symbols and style are related. • Recognise different map projections. • Identify, describe and interpret relief features on OS maps. • Use six figure coordinates. • Use latitude/longitude in a globe or atlas. • Create sketch maps using

Progression in Geography

		<ul style="list-style-type: none"> • Use and construct basic symbols in a map key. • Know that symbols mean something on maps. • Find a given OS symbol on a map with support • Begin to realise why maps need a key. • Look down on objects and make a plan e.g. of the classroom or playground. 	<ul style="list-style-type: none"> • Make a simple scaled drawing e.g. of the classroom. • Use a scale bar to calculate some distances • Relate measurement on large scale maps to measurements outside. 	<p>symbols and a key.</p> <ul style="list-style-type: none"> • Use a wider range of OS symbols including 1:50K symbols. • Know that different scale OS maps use some different symbols. • Use models and maps to discuss land shape i.e. contours and slopes. • Use the scale bar on maps. • Read and compare map scales. • Draw measured plans.
<p>Fieldwork</p>	<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. • Explore the natural world around them. • Use the school grounds/local area for exploring both the built and the natural environment. • Express their opinions on natural and built environments • Use a range of sources such as simple maps, photographs, magnifiers when exploring the school grounds/immediate environment. • Follow simple directions. Describe their relative position such as 'behind' or 	<ul style="list-style-type: none"> • Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. • Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. • Use simple compass directions (NSEW). • Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. • Use aerial photos and plan 	<ul style="list-style-type: none"> • Use the eight points of a compass. • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. • Make links between features observed in the environment to those on maps and aerial photos. 	<ul style="list-style-type: none"> • Use eight cardinal points to give directions and instructions. • Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. • Interpret data collected and present the information in a variety of ways including charts and graphs.

Progression in Geography

	<p>‘next to’.</p> <ul style="list-style-type: none"> Ask simple geographical questions. Use directional language forwards, backwards, left and right to give instructions to a technological toy. 	<p>perspectives to recognise landmarks and basic human and physical features.</p> <ul style="list-style-type: none"> 		
Enquiry and investigation	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ Investigate through observation and description. Recognise differences between their own and others’ lives. 	<ul style="list-style-type: none"> Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. 	<ul style="list-style-type: none"> Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? Make predictions and test simple hypotheses about people and places.
Communication	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube 	<ul style="list-style-type: none"> Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. Express opinions and personal views about what they like and don’t like about specific 	<ul style="list-style-type: none"> Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. Communicate geographical information in a variety of ways including through maps,

Progression in Geography

		<p>station, canal etc.)</p> <ul style="list-style-type: none"> • Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. • Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. 	<p>geographical features and situations e.g. a proposed local wind farm.</p> <ul style="list-style-type: none"> • 	<p>diagrams, numerical and quantitative skills and writing at increasing length.</p> <ul style="list-style-type: none"> • Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. •
<p>Use of ICT</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Use simple electronic globes/maps. • Do simple searches within specific geographic software. • Use a postcode to find a place on a digital map. • Add simple labels to a digital map. • Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. • Use programmable toys or sprites to move around a course/screen following simple directional instructions. • Use cameras and audio equipment to record geographical features, 	<ul style="list-style-type: none"> • Use the zoom facility on digital maps to locate places at different scales. • Add a range of text and annotations to digital maps to explain features and places. • View a range of satellite images • Add photos to digital maps. • Draw and follow routes on digital maps. • Use presentation/multimedia software to record and explain geographical features and processes. • Use spreadsheets, tables and charts to collect and display geographical data. • Make use of geography in the news – online reports & websites. • 	<ul style="list-style-type: none"> • Use appropriate search facilities when locating places on digital/online maps and websites. • Use wider range of labels and measuring tools on digital maps. • Start to explain satellite imagery. • Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. • Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. • Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.

Progression in Geography

		<p>changes, differences e.g. weather/seasons, vegetation, buildings etc.</p> <ul style="list-style-type: none">• Describe and label electronic images produced.•		<ul style="list-style-type: none">• Investigate electronic links with schools/children in other places e.g. email/video communication
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