

EYFS Geography Curriculum Progression 2024/2025

EYFS Children Aged 3-4 (Nursery) Statements	<p>Understanding the World</p> <ul style="list-style-type: none">• To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
EYFS Children in Reception Statements	<p>Understanding the World</p> <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. <p>ELG People, Culture and Communities</p> <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.• Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.• 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>ELG The Natural World</p> <ul style="list-style-type: none">• 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 to them in class.• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Year 1 Geography Curriculum Progression 2024/2025

Term	Autumn	Spring	Summer
Topic	Wonderful Weather	Our Local Area	The UK and Beyond
NC Statements	<p>Identify daily weather patterns in the UK.</p> <p>Understand seasonal weather patterns in the UK.</p> <p>Understand the effects of global warming.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of the local area.</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>Use basic geographical vocabulary to refer to key human and physical features.</p> <p>Devise a simple map and use basic symbols in a key.</p> <p>Recognise a range of map symbols and understand their use.</p> <p>Describe the location of features and routes on a map. Develop and follow directional vocabulary.</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 world maps, atlases and globes to identify the United Kingdom.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks.</p>
Working geographically (interwoven throughout the topics)	<ul style="list-style-type: none"> • collect, analyse and communicate with a range of data • interpret a range of sources of geographical information • communicate geographical information in a variety of ways 		

GDS Stretch and Challenge	<ul style="list-style-type: none"> • Show initiative in research • Make connections between what they see and the geographical reasoning behind its location. • Compare maps of different areas • Confidently explains what they see on a map, using a range of geographical language.
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Year 2 Geography Curriculum Progression 2024/2025			
Term	Autumn 1	Spring	Summer
Topic	Magical Mapping	Navigation	Beaches and Oceans
NC Statements	<p>Devise simple maps.</p> <p>Use and construct basic symbols in a key.</p> <p>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.</p> <p>Use atlases and globes to identify the UK and its countries.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p>	<p>Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Use world maps, atlases and globes to identify countries, continents and oceans.</p> <p>Understand 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.</p> <p>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.</p>	<p>Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills.</p>

Working geographically (interwoven throughout the topics)	<ul style="list-style-type: none">• collect, analyse and communicate with a range of data• interpret a range of sources of geographical information• communicate geographical information in a variety of ways
GDS Stretch and Challenge	<ul style="list-style-type: none">• Show initiative in research• Make connections between what they see and the geographical reasoning behind its location.• Compare maps of different areas• Confidently explains what they see on a map, using a range of geographical language.