

## GEOGRAPHY – Curriculum objective progression overview and coverage

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place	World	<ul style="list-style-type: none"> <li>Begin to explore the world map when using stories.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to identify that we live on Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans on a world map. <b>Dinosaur Planet</b></li> </ul>	<ul style="list-style-type: none"> <li>Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. <b>Land Ahoy</b></li> </ul>	<ul style="list-style-type: none"> <li>Locate countries and major cities in Europe (including Russia) on a world map.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. <b>Road Trip USA</b></li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and describe major world cities. <b>Pharaohs</b></li> </ul>	<ul style="list-style-type: none"> <li>Explain interconnections between two areas of the world. <b>Darwin's Delights</b></li> </ul>
	UK	<ul style="list-style-type: none"> <li>Begin to name and locate Redruth on the map.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to identify that we live in Redruth and Redruth is in Cornwall.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. <b>Bright lights, big city</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify characteristics of the four countries and major cities of the UK. <b>Land Ahoy</b></li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and describe some major counties and cities in the UK. <b>Tremors</b></li> </ul>	<ul style="list-style-type: none"> <li>Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. <b>Traders and Raiders</b></li> <li>Identify the topography of an area of the UK using contour lines on a map. <b>Traders and Raiders</b></li> </ul>	<ul style="list-style-type: none"> <li>Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.</li> </ul>	<ul style="list-style-type: none"> <li>Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.</li> </ul>
	Location	<ul style="list-style-type: none"> <li>Begin to locate animals that come from cold and hot countries. E.g. polar bears, penguins, lions, tigers</li> </ul>	<ul style="list-style-type: none"> <li>To understand that different places/ countries have different weather.</li> </ul>	<ul style="list-style-type: none"> <li>Locate hot and cold areas of the world in relation to the equator. <b>Splendid Skies</b></li> </ul>	<ul style="list-style-type: none"> <li>Locate the equator and the North and South Poles on a world map or globe. <b>Land Ahoy</b></li> </ul>	<ul style="list-style-type: none"> <li>Locate significant places using latitude and longitude. <b>Flow</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify the location of the Tropics of Cancer and Capricorn on a world map. <b>Road Trip USA</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). <b>Frozen Kingdom, Hola Mexico</b></li> </ul>
	Position	<ul style="list-style-type: none"> <li>Use positional language on, under</li> </ul>	<ul style="list-style-type: none"> <li>To use positional language to describe something's position.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. <b>Rio De Vida, Bright Lights, Big City</b></li> </ul>	<ul style="list-style-type: none"> <li>Use simple compass directions to describe the location of features or a route on a map. <b>Land Ahoy</b></li> </ul>	<ul style="list-style-type: none"> <li>Use the eight points of a compass to locate a geographical feature or place on a map. <b>Tremors</b></li> </ul>	<ul style="list-style-type: none"> <li>Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. <b>Road Trip USA, Traders and Raiders, I am Warrior</b></li> </ul>	<ul style="list-style-type: none"> <li>Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy. <b>Allotment</b></li> </ul>	<ul style="list-style-type: none"> <li>Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. <b>Frozen Kingdom, Hola Mexico, Darwin's Delights</b></li> </ul>

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	Maps	<ul style="list-style-type: none"> <li>Investigate maps during adult initiated time.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to understand that a map is a drawing of a location or places.</li> </ul>	<ul style="list-style-type: none"> <li>Draw or read a simple picture map. <b>Splendid Skies, Bright Lights, Big City</b></li> </ul>	<ul style="list-style-type: none"> <li>Draw or read a range of simple maps that use symbols and a key. <b>Land Ahoy</b></li> </ul>	<ul style="list-style-type: none"> <li>Use four-figure grid references to describe the location of objects and places on a simple map. <b>Tremors, Flow</b></li> </ul>	<ul style="list-style-type: none"> <li>Use four or six-figure grid references and keys to describe the location of objects and places on a map. <b>Road Trip USA, I am Warrior</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify elevated areas, depressions and river basins on a relief map.</li> </ul>	<ul style="list-style-type: none"> <li>Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. <b>Frozen Kingdom</b></li> </ul>
Comparison	Compare and contrast	<ul style="list-style-type: none"> <li>Compare the differences between land and sea.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to talk about similarities and differences between where they live and other places.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the similarities and differences between two places. <b>Splendid Skies, Bright lights, big city</b></li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>Classify, compare and contrast different types of geographical feature.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare aspects of physical features. <b>Road Trip USA, I am Warrior</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the similarities and differences in physical and human geography between continents. <b>Allotment</b></li> </ul>	<ul style="list-style-type: none"> <li>Describe the climatic similarities and differences between two regions. <b>Frozen Kingdom</b></li> </ul>
Processes	Climate and weather	<ul style="list-style-type: none"> <li>Daily discussion on weather</li> </ul>	<ul style="list-style-type: none"> <li>To be able to name the four seasons.</li> </ul>	<ul style="list-style-type: none"> <li>Identify patterns in daily and seasonal weather. <b>Splendid Skies</b></li> </ul>	<ul style="list-style-type: none"> <li>Describe simple weather patterns of hot and cold places.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the weather affects the use of urban and rural environments.</li> </ul>	<ul style="list-style-type: none"> <li>Explain climatic variations of a country or continent. <b>Road Trip USA, I am Warrior</b></li> </ul>	<ul style="list-style-type: none"> <li>Explain how the climate affects land use. <b>Allotment</b></li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the extent to which climate and extreme weather affect how people live. <b>Frozen Kingdom</b></li> </ul>
	Physical processes	<ul style="list-style-type: none"> <li>To be able to talk about differed processes e.g. heat, wind</li> </ul>	<ul style="list-style-type: none"> <li>To be able to talk about differed processes e.g. heat, wind that they see.</li> </ul>	<ul style="list-style-type: none"> <li>Describe in simple terms how a physical process has affected an area, place or human activity.</li> </ul>	<ul style="list-style-type: none"> <li>Describe, in simple terms, the effects of erosion.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the physical processes that cause earthquakes and volcanic eruptions. <b>Tremors</b></li> </ul>	<ul style="list-style-type: none"> <li>Use specific geographical vocabulary and diagrams to explain the water cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how soil fertility, drainage and climate affect agricultural land use. <b>Allotment, Pharaohs</b></li> </ul>	<ul style="list-style-type: none"> <li>Describe the physical processes, including weather, that affect two different locations.</li> </ul>
Nature	Physical features	<ul style="list-style-type: none"> <li>Exploring our own physical environment</li> </ul>	<ul style="list-style-type: none"> <li>To be able to talk about physical features such as mountains and rivers.</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. <b>Land Ahoy</b></li> </ul>	<ul style="list-style-type: none"> <li>Describe the parts of a volcano or earthquake. <b>Tremors</b></li> <li>Name and describe properties of the Earth's four layers. <b>Tremors</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify, describe and explain the formation of different mountain types. <b>Misty Mountain Sierra</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. <b>Allotment</b></li> </ul>	<ul style="list-style-type: none"> <li>Compare and describe physical features of polar landscapes. <b>Frozen Kingdom</b></li> </ul>
	Environment	<ul style="list-style-type: none"> <li>Children learn to tidy up their own</li> </ul>	<ul style="list-style-type: none"> <li>Children to be able to identify how to look</li> </ul>	<ul style="list-style-type: none"> <li>Describe how pollution and litter affect the local</li> </ul>	<ul style="list-style-type: none"> <li>Describe ways to improve the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the five major climate zones on Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Describe altitudinal zonation on mountains. <b>Misty Mountain Sierra</b></li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's biomes, climate zones and vegetation belts</li> </ul>	<ul style="list-style-type: none"> <li>Explain how climate change affects climate zones and biomes across</li> </ul>

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		learning environment.	after their own environment.	environment and school grounds.	Misty Mountain Sierra		and explain their common characteristics.	the world. Frozen Kingdom	
Human kind	Human features and landmarks	•Exploring local landmarks in Redruth.	• To be able to describe local human features e.g. library	• Name and describe the purpose of human features and landmarks. Rio De Vida, Bright Lights, Big City	• Use geographical vocabulary to describe how and why people use a range of human features.	• Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location. Flow	• Describe a range of human features and their location and explain how they are interconnected. Road Trip USA, I am Warrior	• Describe and explain the location and purpose of transport networks across the UK and other parts of the world. Allotment	• Explain how humans function in the place they live. Hola Mexico, Frozen Kingdom
	Settlements and land use	•To begin to understand that land is used for different purposes, e.g. farm/ town.	•To be able to identify that land is used for different purposes town/farm.	• Identify the characteristics of a settlement. Rio De Vida	• Describe the size, location and function of a local industry.	• Describe the type and characteristics of settlement or land use in an area or region.	• Explain ways that settlements, land use or water systems are used in different parts of the world. Misty Mountain Sierra	• Describe in detail the different types of agricultural land use in the UK. Allotment	• Describe the distribution of natural resources in an area or country. Frozen Kingdom
Investigation	Geographical resources	• To begin to be able to use age-appropriate atlases to explore the world.	•To be able to use atlases to explore the world.	• Identify features and landmarks on an aerial photograph or plan perspective. Splendid Skies, Bright Lights, big city	• Study aerial photographs to describe the features and characteristics of an area of land. Land Ahoy	• Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Tremors, Flow	• Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. Road Trip USA, I am Warrior, Misty Mountain Sierra	• Analyse and compare a place, or places, using aerial photographs. atlases and maps. Pharaohs	• Use satellite imaging and maps of different scales to find out geographical information about a place. Frozen Kingdom, Hola Mexico
	Data analysis	•Begin to use explore tally charts.	• To being to gather data with support such as counting birds.	• Collect simple data during fieldwork activities.	• Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).	• Analyse primary data, identifying any patterns observed. Flow	• Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. Misty Mountain Sierra	• Summarise geographical data to draw conclusions. Allotment	• Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.
	Fieldwork	• To begin to talk about the world around them and to talk about changes.	• To make observations on the world around them.	• Carry out fieldwork tasks to identify characteristics of the school grounds or locality. Splendid Skies	• Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. Land Ahoy,	• Gather evidence to answer a geographical question or enquiry. Tremors, Flow	• Investigate a geographical hypothesis using a range of fieldwork techniques. Road Trip USA, I am Warrior, Misty Mountain Sierra	• Construct or carry out a geographical enquiry by gathering and analysing a range of sources. Allotment	• Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. Frozen Kingdom, Darwin's Delights

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Materials	Natural and man-made materials	<ul style="list-style-type: none"> <li>• Sorting objects.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to notice the differences between man-made and natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify natural and man-made materials in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the properties of natural and man-made materials and where they are found in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and describe the types, appearance and properties of rocks. <b>Tremors</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain the transportation of materials by rivers.</li> <li>• Describe the properties of different types of soil.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the topography and soil type affect the location of different agricultural regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the presence of ice makes the polar oceans different to other oceans on Earth. <b>Frozen Kingdom</b></li> </ul>
Significance	Significant places	<ul style="list-style-type: none"> <li>• Begin to understand the school geography.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to talk about places that are significant to them e.g. school.</li> </ul>	<ul style="list-style-type: none"> <li>• Name important buildings and places and explain their importance. <b>Bright lights, Big City</b></li> </ul>	<ul style="list-style-type: none"> <li>• Name, locate and explain the significance of a place. <b>Land Ahoy</b></li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate significant volcanoes and plate boundaries and explain why they are important. <b>Tremors</b></li> </ul>	<ul style="list-style-type: none"> <li>• Name, locate and explain the importance of significant mountains or rivers. <b>Road Trip USA, Misty Mountain Sierra</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the problems of farming in a developing country and report on ways in which these can be supported.</li> </ul>	<ul style="list-style-type: none"> <li>• Name, locate and explain the distribution of significant industrial regions around the world. <b>Frozen Kingdom</b></li> </ul>
Change	Geographical change	<ul style="list-style-type: none"> <li>• To begin to notice changes in their local environment.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to notice and identify changes in their environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how a place or geographical feature has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how an environment has or might change over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how a significant geographical activity has changed a landscape in the short or long term. <b>Tremors</b></li> <li>• Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how the physical processes of a river, sea or ocean have changed a landscape over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). <b>Pharaohs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Present a detailed account of how an industry, including tourism, has changed a place or landscape over time. <b>Darwin's Delights, Frozen Kingdom</b></li> </ul>