



Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Geography National Curriculum.

For more detail about linked subject progression within the EYFS Framework, please refer to [these documents](#).

Geography			
Three and Four-Year-Olds	Mathematics		• Understand position through words alone. For example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
	Understanding the World		• Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		• 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	• 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 texts and (when appropriate) maps.

		The Natural World	• 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.
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Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

Key Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

Human and Physical Geography

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

The curriculum progression map comprehensively shows the progression of geographical skills and concepts from year 1 to year 6.

Intent

At Garton on the Wolds CE Primary School, we believe that Geography helps to provoke and provide questions about the natural and human aspects of the world. We aim for a high quality geography curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our teaching will equip our pupils with knowledge about diverse places, people, resources, natural and human environments and key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. We want our children to gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

To design a geography curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum geography programmes of study.

To fulfil the duties of the National Curriculum providing a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.



Implementation

Geography is taught in blocks throughout the year so that children achieve depth in their learning. Children have access to key knowledge, language and meanings to understand geography and to use these skills across the curriculum.

EYFS: Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including Understanding the World. Areas of provision are enhanced to develop understanding of the locality and environment.

Geography Knowledge Walls are used throughout school with a focus on key knowledge, vocabulary and questions making links across the wider curriculum.

Subject specific vocabulary: Highlighted to the children through lessons, revisited through subsequent lessons and class assemblies and recorded on Geography Knowledge Walls.

Resources: Children will have access to atlases, text books, maps, digital technology and photographs. Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning.

Assessment: Class teachers assess children's understanding in geography and this is then recorded on skills tracker. This data is analysed to improve the children's learning in geography.

Outdoor learning: Curriculum teaching and learning plans for outdoor active learning opportunities within geography lessons. This may be using the school grounds, local area or wider community. Children will access their local environment to get hands on experience in their learning, becoming more aware of the environment as they progress through their geographical education.

Teaching: A wide variety of teaching approaches are used in geography lessons to ensure children make good progress and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work and individual learning in geography lessons.

Research: Children will be asked to research geographical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning.

English, Maths, history and ICT skills are taught during discrete lessons but are revisited in geography so children can apply and embed the skills they have learnt in a purposeful context.

Cultural Capital: We plan educational visits, specialist visitors and involvement in community activities to provide first-hand experiences for the children to support and develop their learning, which are often linked to geography.



Impact

Children acquire key knowledge through a broad and balanced geography curriculum.

Children will retain knowledge that is useful to geography with a real life context.

As children progress, they develop a deep knowledge, understanding and appreciation of their local area and its place in the wider geographical context.

Children will begin to understand their wider world and the implications that we as citizens have on it.

EYFS		
Locality Knowledge and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
- I can name and locate different parts of the local community. - I can comment and ask questions about aspects of the familiar world such as the place where I live or the natural world. - I can show care and concern for living things and the environment.	- I can use the local area for exploring both the built and the natural environment. - I can express opinions on natural and built environments.	- I can find out about the environment by talking to people, examining photographs, simple maps and visiting local places. - I can use a range of sources such as simple maps, photographs, magnifiers. and visiting local places. - I can draw and create maps using real objects, and/or pictures and symbols - I can look at signs and symbols on different types of maps for example in school, and the local community. - I can use a simple map with symbols to spot features in the school grounds or in the local community.

Year 1/2 - Cycle A – 2023/24				
Topic	Locality Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Life in the City	- I know that London is the capital city of the UK. - I can match some capital cities with their country. - I know that Edinburgh is the capital city of Scotland. - I know that Cape Town is one of the capital cities of South Africa.	I can identify similarities and differences in the human and physical features of Edinburgh and Cape Town.	- I know that a city is larger than a town or village. - I know that each country has a capital city. - I know that a capital city is where the government runs the country from. - I can list some human and physical features you might find in a city.	- I can use aerial photos to identify human and physical features in capital cities. - I can locate Edinburgh and Cape Town on a world map. - I can identify human and physical features on a map of a city. - I can create a key for a map. - I can use simple compass directions and directional language.
Around the World	- I know that France is a country in Europe. - I know that China is a country in Asia. - I know that Australia is the name of both a country and a continent. - I know that Kenya is a country in Africa. - I know that the USA is a country in North America. - I know that Brazil is a country in South America. - I know that there are no countries in Antarctica.		- I can identify and describe some key human and physical features of countries in each of the continents. - I can use words such as city, beach, mountain and lake to describe features of a place. - I know that some countries are hot countries and some countries are cold countries.	- I can identify the UK and France on a map of Europe. - I know that the lines within a map denote country borders. - I can locate the seven continents on a world map.

Four Seasons			• I know what seasons are and how they relate to the months of the year. • I can describe the features of each of the seasons using appropriate vocabulary to describe weather patterns. • I can compare the four seasons.	
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Year 1/2 - Cycle B – 2024/25				
Topic	Locality Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Let's go to the Arctic	• I know the names of the countries in the Arctic Circle.	• I can identify similarities and differences in the human and physical features London, UK and Sisimiut, Greenland.	• I can use photos to identify geographical features of towns in the Arctic Circle. • I can describe what the weather is like in the Arctic. • I know that the seasons in the Arctic are different to the seasons we have. • I know that winter lasts longer in the Arctic than in other parts of the world. • I can sort photographs to compare Arctic summer and winter. • I can describe the physical features of the Arctic, including glaciers, sea ice and icebergs. • I can name some animals that have adapted to live in the Arctic environment. • I can describe the human features of cities in the Arctic Circle. • I know that Inuits are native people of the Arctic Circle. • I can describe some features of the Inuit way of life.	• I can identify the Arctic Circle on a world map and a globe. • I can identify the countries of the Arctic Circle on a world map. • I can mark a map of the Arctic to show where different Arctic animals live.
Map Makers				• I know that there are lots of different types of maps and that they can be used for different purposes. • I can use simple compass directions and directional language to move around a map. • I can use aerial photographs and perspectives to recognise landmarks. • I can create an aerial view of our

				classroom. - I know that maps use keys to help identify features. - I can use a map of our local area to identify features. - I can use fieldwork and observational skills to study my school and its surroundings. - I can draw a map of my school, including a key. - I can use Google maps to explore my school and local area. - I can follow a map plan to make a 3D map.
Where do I live?	- I know that the world is split into seven land masses called continents. - I know that there are oceans between the continents. - I know the difference between a continent and a country. - I can name the four countries of the UK. - I can name the four capital cities of the UK and match them to their country.		- I can identify and describe some of the physical features of the UK, such as mountains, hills and lakes. - I know what a settlement is. - I can describe the basic differences between a village, town and city.	- I can locate the United Kingdom on a world map. - I can locate the four countries of the UK on a map. - I know where the capital cities of the UK are on a map. - I can explore my local area, identifying basic human and physical features. - I can explore a map of my local area and identify basic features, such as roads and rivers.

Year 3/4 - Cycle A – 2023/24				
Topic	Locality Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Settlements	- I can identify modern settlements that have developed from an early settlement. - I can explain how settlements have developed over time.	- I can identify and discuss the features of different settlements. - I can use my local knowledge when exploring maps.	- I can suggest land features early settlers would need to consider when choosing a settlement location. - I can design a settlement incorporating necessary human and physical features.	- I can identify map symbols and abbreviations on an Ordnance Survey map. - I can use online mapping software and Ordnance Survey maps to identify different features. - I can use online mapping software and Ordnance Survey maps to describe the areas between settlements. - I can create a plan of a fictional settlement.
	I can locate the country and continent of deserts and desert cities.		- I can name and locate the major deserts of the world. - I can use line graphs and charts to explore and compare climate data for deserts around the world. - I can explain how erosion and	I can use a map with a key to identify deserts on a world map.

In the Desert			other processes create different desert formations. • I can describe some of the ways in which humans use deserts, such as mining, solar farms, military testing and recreation. • I can describe some of the ways in which people use desert land to live. • I can use independent research to find out about the human geography of a desert city. • I can describe and discuss the causes and consequences of desertification.	
Volcanoes	• I know that the equator separates the Northern and Southern Hemispheres. • I know that the capital of Hawaii is Honolulu.	• I can identify similarities and differences between England and Hawaii (a nonvolcanic and volcanic area).	• I can describe what a volcano is. • I know some facts, such as the height and age of some of the world's most famous volcanoes. • I can explain why a volcano erupts. • I know that ash, gas, lava and rocks are released when a volcano erupts. • I can explain how a volcano eruption affects the local people and environment. • I know some of the strategies put in place to help people survive when they are near a volcano eruption. • I can explain the difference between a composite, shield and dome volcano. • I can explain the difference between a dormant, active and extinct volcano. • I know what tectonic plates are. • I know that most world's volcanoes are found at the boundaries of tectonic plates. • I know that the 'ring' of fire' is an area around the Pacific Ocean where most of the world's earthquakes and volcanoes occur. • I know that minerals, fertile soil, geothermal energy and tourism are some of the reasons why people choose to live near volcanoes. • I can identify some of the animals	• I can locate volcanoes on a world map. • I can use a key to label the world's tectonic plates on a map. • I can name countries and continents that sit on different tectonic plates.

			and plants that live in volcanic areas. • I can describe some of the human and physical features of Hawaii, a volcanic area. • I can carry out my own research about a particular volcano.	
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Year 3/4 - Cycle B – 2024/25				
Topic	Locality Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Investigating India	• I know that India is a country in Asia. • I know that New Delhi is the capital of India. • I know that India is in the Northern Hemisphere.	• I can identify similarities and differences in the human and physical geography of the UK and India.	• I know that India is one of the most populated countries in the world. • I know that India has areas of highland, humid sub-tropical, semi-arid, arid, tropical wet and dry, and topical wet climates, and I can explain what each of these climates is like. • I know what a monsoon is. • I can explain how a mountain is formed. • I know that there are five different types of mountain formations. • I can name and locate some of the major mountain ranges in India, and explore facts about each one. • I know that the Ganges River and Narmada River are two of the major rivers in India. • I can explain some of the features of the Ganges and Narmada rivers. • I can explore and describe the human and physical features of New Delhi, Kolkata and Mumbai. • I can explore and describe some features of Indian culture and how this has influenced the wider world.	• I can locate India on a world map. • I can use a climate map with a key to identify different climates in India. • I can locate the cities of New Delhi, Kolkata and Mumbai on a map of India. • I can use the street view function on Google maps to explore the human and physical features of cities in India. • I can use population density maps to compare the populations of India and the UK.
	• I know what the equator, Tropic of Cancer and Tropic of Capricorn are, and can place them on a world map. • I can name continents and		• I can define what a rainforest is. • I can locate areas of rainforest on a world map. • I know that the climate in rainforests is hot and humid, and	• I can use a world map to find out the names of some countries that have rainforests in them. • I can sort countries into those that do and those that don't have areas

The Rainforest	countries that have areas of rainforest.		that this climate is ideal for plant growth. • I can describe the four layers of the rainforest and name some animals that live in each layer. • I know what the water cycle is. • I can explain the basic steps of the water cycle using appropriate vocabulary. • I can explain why rain falls more often in rainforests than in other parts of the world. • I can use line graphs and bar charts to explore the climate of rainforests. • I know that lots of native tribes live in rainforests and that their way of life has remained unchanged for hundreds of years. • I can compare daily life for people living in rainforest tribes with that of people living in modern society. • I know what deforestation is and why it is happening. • I can describe the impact deforestation has on local wildlife and the environment. • I can describe ways in which steps are being taken to protect rainforests from deforestation.	of rainforest.
Our European Neighbours	• I can name different countries in Europe. • I can name the seas and oceans surrounding Europe.	• I can compare the human and physical geography of London and Paris. • I can ask and answer questions to help me compare and contrast London and Paris.	• I can identify European countries based on human features, such as language, flag and currency. • I can identify the capital cities of Europe. • I can compare two European capital cities according to their human and physical features. • I can use independent research to explore the human and physical features of a particular European country.	• I can locate the countries of Europe, including Russia, on a map of Europe. • I can locate the capital cities of Europe on a map.

Year 5/6 - Cycle A – 2023/24

Topic	Locality Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Investigating Rivers			- I can explain the process of the water cycle using appropriate vocabulary, such as precipitation, condensation, evaporation and transpiration. - I can describe the role rivers play in the water cycle. - I can explain the journey of a river from source to mouth in detail, including vocabulary such as delta, tributary and meander. - I can explain the processes of erosion, transportation and deposition in relation to rivers. - I can describe why rivers are useful, such as for transportation, wildlife habitats, energy, farming and leisure. - I can describe the causes of river pollution and its effect on the environment. - I can generate geographical questions about a particular river and use a variety of sources to find the answers.	I can use a world map to identify major rivers around the world.
Extreme Earth	I know where some places of extreme temperature are located.		- I know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. - I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. - I can explain what a drought is and some of the causes and effects. - I can explain why some areas get more rain than others in relation to the water cycle. - I can describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards. - I can describe the effects of extreme weather phenomena on the environment and people	

			affected. - I can use plate tectonics to describe what earthquakes are and why they happen. - I know what the Richter scale is. - I can describe the effects of earthquakes on the environment and people affected. - I know that tsunamis occur when there are earthquakes on the ocean floor. - I can describe what happens when a volcano erupts.	
North America	- I can identify the countries of North America. - I can match North American capital cities with their correct country.	I can compare my local area with an area in North America by generating and answering questions about the human and physical geography of both places.	- I can compare the climates of different parts of North America using graphs. - I can match a description of a climate to a corresponding bar graph. - I can describe some of the main geographical features of North America, such as the Grand Canyon, Niagara Falls and the Hubbard Glacier, and how they were formed. - I can compare the features of North American capital cities, and order cities by population and area. - I can use independent research to find out about the human and physical geography of a particular North American country.	- I can use given information about the location of North American countries to label a map of North America. - I can use a time zone map to state what the time would be in different places in North America compared to the UK, and vice versa.

Year 5/6 - Cycle B – 2024/25				
Topic	Locality Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
The United Kingdom	- I can describe key geographical features of the UK and its countries. - I know that the UK can be split into regions and that each region contains several counties. - I can identify and name the counties of the UK.		- I can explore the human and physical features of a particular town or city in the UK. - I know the difference between a hill and a mountain. - I can describe how different mountains are formed. - I can name and locate mountain ranges of the UK. - I know the difference between a sea and an ocean.	- I can place the four countries and capital cities of the UK on a map, along with other places, such as the Isle of Wight and Shetland Islands. - I can use given clues to locate the counties of England on a map. - I can use a map to answer true or false questions about the location of a county. - I can locate the major towns and

			• I can identify, locate and describe different coastal areas of the UK, using vocabulary such as erosion, coastal stacks and cliffs. • I can name and locate the major rivers of the UK. • I know that rivers start their journey at the source and end their journey at the mouth.	cities of the UK on a map.
Exploring Scandinavia	• I know that Scandinavia is made up of the countries Norway, Sweden and Denmark.	• I can use graphs to compare the climates of London, Copenhagen and Umeå. • I can compare and contrast the human and physical geography of an area in the UK and an area in Scandinavia.	• I can use photographs to describe what the landscape of Scandinavia is like. • I can suggest what the weather and climate in Scandinavia might be like based on its location in the world. • I know that Scandinavia has areas of marine west coast, humid continental, subarctic and tundra climates. • I can describe the features of the different climate zones in Scandinavia. • I can use line graphs and bar charts to explore the climate of different cities in Scandinavia. • I can name and describe some of the physical features of Norway, including glaciers, waterfalls, fjords and mountains. • I know that the physical geography of Norway, Sweden and Denmark is very different, and can describe some of these differences. • I can research and explore the human geography of Scandinavia, including language, currency, population, food, religion, culture, government and economy.	• I can locate Scandinavia's countries and major cities on a map. • I can use a climate map to identify areas of different climates in Scandinavia.