



Geography EYFS/Key Stage 1 Progression 2022-2023

Foundation	Overview/ Curriculum Progression	Key knowledge	Vocabulary	Links across the WGS curriculum and enrichment opportunities
Autumn	<p><u>All About Me/Out of this World</u></p> <p>Draw information from a simple map.</p> <p>Recognising some similarities and differences between life in this country and life in other countries.</p>	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Children can label a simple map of the classroom and school. 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>Introduce vocabulary to enable children to talk about their observations and to ask questions.</p> <ul style="list-style-type: none"> Map Direction Plan Wavendon Gate Classroom key 	<p>Geography – Where I live (Y1), Cities, Towns and Villages (Y3), Local Fieldwork (Y6)</p> <p>English – Labels and Lists (Y1), Family Stories (Y1),</p> <p>Science – Space (Y4), Habitats (Y2), Animals including Humans (Y3),</p>
Spring	<p><u>Under the Sea/Enchanted Forest</u></p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel outside.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<ul style="list-style-type: none"> Children 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. Children can describe and comment on what they have seen whilst outside, including plants and animals. Name and describe some plants and animals that can be found in a forest or sea environment. Understand some important processes and changes in the natural world around them, including the seasons. 	<ul style="list-style-type: none"> Environment Road Path Forest Trees Vegetation Soil hill 	<p>Geography – Where I live (Y1), Oceans and Seas (Y1), Cities, Towns and Villages (Y3), Local Fieldwork (Y6)</p> <p>English – Labels and Lists (Y1), Family Stories (Y1),</p> <p>Science – Space (Y4), Habitats (Y2), Animals including Humans (Y3),</p>

Summer	<p><u>Growing and Changing/Traditional Tales</u></p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<ul style="list-style-type: none"> Children can recognise and use key vocabulary relating to weather. Children note and record changes in the weather. Children know a selection of rhymes and songs about the natural world. 	<ul style="list-style-type: none"> Seasons Land Autumn Spring Summer 	<p>English – Fairy Tales (Y1), Traditional Tales and Fables (Y2), Traditional Tales and Fables (Y3), Fairy Tales and Play scripts (Y4),</p> <p>Science – Humans and Animals over Time, Reproductive cycles (Y5)</p> <p>PSHE – RSE units across the school</p>
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Year 1	Overview/National Curriculum Progression	Key knowledge	Vocabulary	Links across the WGS curriculum and enrichment opportunities
<p>Autumn 2</p> <p>Trip – Walk around the local area</p>	<p><u>Where I live</u></p> <p>Pupils should -</p> <p>Develop knowledge about their locality.</p> <p>use basic geographical vocabulary to refer to:</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for</p>	<p><u>LO: To recognise features of the town I live in.</u></p> <ul style="list-style-type: none"> Children are introduced to the term geography and geographer. We live in a town called Milton Keynes. Our school in is Wavendon Gate which is part of Milton Keynes. Milton Keynes is a new town. It is halfway between the two cities of London and Birmingham. It was built around a grid system to help people to get around easily. It is seen as a ‘green town’ as there are lots of trees planted and large open spaces to enjoy. It is the home of Bletchley Park. Centre MK has over 220 shops. Network Rail and Santander have their head offices in Milton Keynes. 	<ul style="list-style-type: none"> Geography Geographer Milton Keynes Grid Cars Fields farm Countryside Buildings hills Home Lake Shops Cinema Habitat London Birmingham Country 	<p>EYFS geography – Exploring a new environment and map work.</p> <p>History – Britain during the 1940s (Y2), Roman Britain (Y4)</p> <p>PSHE - British Citizenship (All years)</p> <p>English – Non chronological reports, descriptions</p> <p>Maths – Coordinates, money, geometry, symmetry</p> <p>Art/DT – Design a vehicle (Y2), Houses (Y2) I</p> <p>Computing – searching the internet, google maps</p>

	<p>example, near and far; left and right], to describe the location of features and routes on a map</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>	<ul style="list-style-type: none"> ● River Ouzel runs through Milton Keynes ● Use a map to find Wavendon Gate School field. <p><u>LO: To understand that maps tell us the location of different places.</u></p> <ul style="list-style-type: none"> ● Maps give us information about places ● Location means where something is ● Maps use symbols to show where certain things are ● The word aerial means from above ● When we look at something from above we call this an 'aerial view' ● Sometimes objects look different from an aerial view ● Identify MK landmarks on an aerial photograph/map ● Identify different types of map. ● Name the 3 closest cities to Milton Keynes. <p><u>LO: To understand the key features of a town</u></p> <ul style="list-style-type: none"> ● A town is a built up area with lots of buildings including houses, offices and shops, roads and usually a train station. <p><u>LO: To explore the different places of worship in Milton Keynes</u></p> <ul style="list-style-type: none"> ● Christians worship in churches. There are many different churches in Milton Keynes. The nearest one to school is in Wavendon village. ● Muslims worship in mosques. There are 8 	<ul style="list-style-type: none"> ● Earth ● park ● north ● south ● east ● west ● south pole ● north pole ● direction ● map ● countryside ● town ● city ● farm ● house ● office ● river ● shop ● bird's eye view ● route ● observe ● Bletchley Park ● Watling Street ● symbols ● Church ● Mosque ● Believe ● religion ● Synagogue ● Peace Pagoda ● Gurdwara 	<p>RE – Places of worship – all year groups</p> <p>Geography - Villages, Towns and Cities (Y3),</p>
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		<p>mosques in Milton Keynes. The nearest one to school is Jamee Mosque in Bletchley.</p> <ul style="list-style-type: none">● Sikhs worship at the Gurdwara at Leadenhall.● Buddhists worship at the Peace Pagoda near Willen Lake.● Jews worship at the Milton Keynes and District Reform Synagogue in Gifford Park. <p><u>LO: To understand and use the four compass points.</u></p> <ul style="list-style-type: none">● Earth is a planet and it's where we live.● Earth is spherical in shape.● The Earth spins on its axis in space.● The Earth is split into two sections: The North and South Pole.● A compass is an instrument used for direction.● There are four main points on a compass: north, east, south and west.● Recognise the north and south pole. <p><u>LO: To identify famous people from Milton Keynes</u></p> <ul style="list-style-type: none">● Greg Rutherford – Long jumper● Deli Ali – Footballer● Leah Williamson – Footballer● Dame Cleo Laine – Jazz Singer <p><u>LO: To recognise the differences between the countryside and a town.</u></p> <ul style="list-style-type: none">● The countryside is open space with lots of fields and hills. There is few roads and buildings. Often farms are based here.● A town often has shops, schools, houses and a		
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		hospital. A town will be busier and more populated than the countryside.		
Spring 2	<p><u>Hot and Cold Places</u></p> <p>Pupils should-</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</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><u>LO: How hot or cold is our school?</u></p> <ul style="list-style-type: none"> To follow a simple map of the school. To use simple directions, e.g. 'left' and 'right'. To record simple measurements. Know that temperatures vary in different places. <p><u>LO: What do hot and cold places feel like?</u></p> <ul style="list-style-type: none"> To know that there are different temperatures around the world. To be able to use a range of vocabulary to describe temperatures. To know that the coldest temperatures fall below zero. <p><u>LO: Where are hot and cold places found on Earth?</u></p> <ul style="list-style-type: none"> To know that places get colder the further away from the equator they are, and hotter the closer they are to the equator. To develop confidence using a range of maps To know the names of continents. <p><u>LO: How does temperature affect hot and cold places?</u></p> <ul style="list-style-type: none"> To know how hot and cold places (e.g. Tromsø and Dubai) are affected by their location. To know how to locate Norway and UAE on a world map. To know what it means to 'read a photograph'. <p><u>LO: What features does an animal need to live in a hot/cold place?</u></p>	<ul style="list-style-type: none"> Earth Globe Ocean coast cliff Sea habitat Pacific Atlantic Indian Southern Arctic continent climate border North South northern hemisphere southern hemisphere equator Africa Asia Europe Australasia North America South America Antarctica Habitat Weather Food adaptation 	<p>EYFS geography – Special events across the world, routes and travel, exploring other environments and cultures.</p> <p>Geography – Globalisation (Y6), energy and sustainability (Y5), migration (Y4), water, weather and climate (Y3), continents and Seas (Y2), Rivers (Y4)</p> <p>History –Ancient Greece (Y3), Shang Dynasty (Y3), Benin Kingdom (Y5), Middle East (Y5)</p> <p>English – Non chronological reports, descriptions</p> <p>Maths – Coordinates, geometry, symmetry, measures</p> <p>Art/DT – Structures, landscapes, cityscapes</p> <p>Computing – searching the internet, Google maps, Google Earth.</p> <p>Science - Animals and their habitats Y2), Sustainability (Y6), Adaptations (Y4)</p>

		<ul style="list-style-type: none"> To know how and why animals have adapted to live in different places. To be able to annotate a drawing. <p><u>LO: How have real animals adapted to hot/cold places?</u></p> <ul style="list-style-type: none"> To be able to use classification skills to help identify similarities and differences in animals that live in different climates. 		
Summer 2	<p><u>Seven Continents</u></p> <p>Pupils should-</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>name and locate the world's seven continents and five oceans;</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p><u>LO: To recognise the continent of Europe.</u></p> <ul style="list-style-type: none"> In southern Europe the climate can be warm and sunny, but in northern Europe the climate is cooler. Mammals that live in Europe include badgers, bats and hedgehogs. Arctic Ocean to the north, the Atlantic Ocean to the west. <p><u>LO: To recognise the continent of Antarctica.</u></p> <ul style="list-style-type: none"> There are seven continents on Earth. Antarctica is the southernmost continent on Earth. The continent of Antarctica is very cold and icy. There are very few plants and animals living in Antarctica because it is so cold. Southern Ocean <p><u>LO: To recognise the continent of Africa.</u></p> <ul style="list-style-type: none"> Africa is one of the world's seven continents. Deserts, grassland and jungle can all be found in Africa Indian ocean and Atlantic ocean 	<ul style="list-style-type: none"> North Pole South Pole Antarctica tilt orbit summer winter <ul style="list-style-type: none"> Africa equator desert grassland jungle <ul style="list-style-type: none"> Asia tropical rainforest monsoon drought Great Wall of China Pacific Ocean Indian Ocean <ul style="list-style-type: none"> North America 	<p>EYFS geography – Exploring a new environment and map work.</p> <p>Maths – measures, direction, coordinates.</p> <p>Computing – Google maps</p> <p>Geography – Oceans and Seas (Y1), Villages, Towns and Cities (Y3), Mountains, Earthquakes and Volcanoes (Y3), Rivers (Y4), Slums (Y5), Population (Y6), Globalisation (Y6)</p> <p>History – Twentieth Century Conflict (Y6), Benin Kingdom (Y5), Middle East (Y5), Roman Britain, Vikings, Anglo-Saxons and Scotts (Y4), Prehistoric Britain, Shang Dynasty, Ancient Greece (Y3), Ancient Egypt (Y2)</p> <p>English – Stories from other cultures (Y2), Classic Fiction-The Jungle Book (Y5), Migration Reports and Recounts (Y5), Blogs</p>

		<p><u>LO: To recognise the continent of Asia.</u></p> <ul style="list-style-type: none"> ● Asia is the largest continent on Earth. ● Mountains, rainforests and deserts can be found in Asia. ● Asia is home to tigers, pandas and elephants. ● Arctic Ocean, Pacific Ocean and Indian Ocean. <p><u>LO: To recognise the continents of North and South America.</u></p> <ul style="list-style-type: none"> ● North America is one of the world's seven continents. ● South America is one of the world's seven continents. ● North and South America are two continents that are joined together. ● Arctic Ocean, Pacific Ocean and Atlantic Ocean. ● <p><u>LO: To recognise the continent of Australia.</u></p> <ul style="list-style-type: none"> ● Australia is one of the world's seven continents. ● Australia is the smallest of the world's continents. ● Australia is home to some animals that cannot be found anywhere else in the world. ● Pacific Ocean, Southern Ocean and Indian Ocean. 	<ul style="list-style-type: none"> ● South America ● Panama Canal ● Statue of Liberty ● Amazon ● Rainforest ● Niagara Falls ● Australia ● islands ● kangaroo ● koala ● wallaby ● Southern Hemisphere ● above ● below ● aerial ● view ● perspective ● map ● satellite ● information ● place ● next to ● nearby ● near ● far 	<p>and Reports (Y5), Faraway Fiction (Y5),</p>
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Year 2	Overview/National Curriculum Progression	Key knowledge	Vocabulary	Links across the WGS curriculum and enrichment opportunities
Autumn 2	<p><u>Comparing countries in the UK</u></p> <p>Children can -</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 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</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p>	<p><u>LO: To identify the countries that make up the UK.</u></p> <ul style="list-style-type: none"> • To know the names of the countries of the UK and recognise their shapes • To know how area and population vary between countries of the UK • To be able to accurately label the countries of the UK on a map. <p><u>LO: To identify where people live in the UK.</u></p> <ul style="list-style-type: none"> • To be able to order settlements (village, town, city) based on size • To be able to describe the characteristics of small and large settlements • To be able to explain what physical and human features are and use them to describe what a village, town or city is like • To be able to identify a range of physical and human features from aerial photographs. <p><u>LO: To identify the capital cities of the UK.</u></p> <ul style="list-style-type: none"> • To know the names of the capital cities of the UK and be able to locate them on a map • To be able to use the shape of the UK coastline to locate places • To know the names of UK bodies of water and locate them using an atlas. 	<p>England Scotland Wales Northern Ireland Republic of Ireland Britain Ireland United Kingdom Union Jack</p> <ul style="list-style-type: none"> • London • River Thames • Scafell Pike • St. George • Robin Hood • Shakespeare • Windsor Castle • Port of London <ul style="list-style-type: none"> • Edinburgh • St. Andrew • Glasgow • Highlands • glen • valley • loch • Grampians • Gaelic • kilt • bagpipe <ul style="list-style-type: none"> • Cardiff • St. David • Snowdonia • River Severn <ul style="list-style-type: none"> • Belfast 	<p>Geography EYFS - All About Me</p> <p>Geography - Where I live (Y1), Villages, Towns and Cities (Y3), Local fieldwork (Y6)</p> <p>Maths - Direction</p> <p>English - Instructions</p>

		<p><u>LO: To identify the countries in the UK.</u></p> <ul style="list-style-type: none"> ● To be able to use evidence to answer a geographical enquiry question ● To use simple directional language more fluently and have an emerging knowledge of distance, e.g. nearest, furthest, etc. ● Locate them on a map. ● Use simple compass directions and directional language to describe the countries locations. <p><u>LO: To describe the features of a capital city.</u></p> <ul style="list-style-type: none"> ● To know more about the four UK capital cities ● To be able to identify examples of similarities and differences between capital cities ● To recognise similarities and differences between a capital city and the place where they live. <p><u>LO: To use my knowledge of capital cities to write a postcard.</u></p> <ul style="list-style-type: none"> ● To understand that capital cities share similar characteristics and describe how these are similar or different to the place where they live. ● To be able to communicate knowledge of the landmarks and characteristics (both positive and negative) of the UK's capital cities. 	<ul style="list-style-type: none"> ● Mourne Mountains ● River Lagan ● Lough Erne ● St. Patrick ● harbour ● weather ● climate ● temperature ● precipitation ● wind direction ● wind speed ● seasons ● extreme weather ● forecast ● aerial ● view ● perspective ● spatial ● physical features ● human features ● landmarks ● map ● globe ● satellite ● location ● atlas ● compass ● near ● far ● left ● right ● vegetation ● soil 	
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Spring 2	<p><u>Weather and Fieldwork Skills</u></p> <p>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.</p> <p>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.</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><u>LO – To understand that weather is changeable and seasonal.</u></p> <ul style="list-style-type: none"> • To be able to give examples of different types of weather • To know the names of the four seasons in the UK and that weather will vary with the seasons • To be able to describe how our behaviour changes with the weather and seasons. <p><u>LO – To be involved in the decision making process for a school project.</u></p> <ul style="list-style-type: none"> • To understand that we have choices when making decisions and we cannot always get what we want • To understand that some decisions are more suitable than others. <p><u>LO - To understand enquiry skills to support the school project.</u></p> <ul style="list-style-type: none"> • To have a strategy they can use when generating enquiry questions. <p><u>LO – To use fieldwork skills to support the best location.</u></p> <ul style="list-style-type: none"> • To know how to measure, record and compare a range of data to inform their decisions • To know how to measure and record the weather over time, e.g. wind, rainfall and temperature • To know the best conditions for growing an apple tree. <p><u>LO – To apply the decision making process in a different context. To use your knowledge to make a decision.</u></p> <ul style="list-style-type: none"> • To know that some options are better than others and explain why 	<ul style="list-style-type: none"> • Changeable • Seasonal • UK • Weather • Decision making • Strategy • Enquiry • Questions • Fieldwork • Location • Measure • Record • Compare • Data • Wind • Rainfall • Temperature • Presentation 	<p>Science – Seasons (Year 1) Living things and their habitats (Year 2) Working scientifically (Year 1 and 2); Plants (Year 1)</p> <p>Mathematics - Measurement; Geometry – position and direction (Year 1 and 2)</p>
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		<ul style="list-style-type: none">• To be able to use weather data collected over time to make decisions. <p><u>LO – To explain the decision making process as a presentation.</u></p> <ul style="list-style-type: none">• The aim is to assess pupils' understanding of the decision-making process, the role of fieldwork and how weather can affect decisions.• To be able explain reasons for their decision• To be able to describe their planning process• To be able to present their decision making and plan of action.		
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<p>Summer 2</p>	<p><u>Felixstowe, UK - Sydney, Australia</u></p> <p><u>Comparison study</u></p> <p>Children can -</p> <p>compare a local city/town in the UK with a contrasting city/town in a different country;</p> <p>compare the UK with a contrasting country in the world;</p> <p>Develop knowledge about their locality.</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>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.</p>	<p><u>LO: To identify the locality of Felixstowe in the UK and Sydney in Australia.</u></p> <ul style="list-style-type: none"> • Felixstowe is located in the continent of Europe, and the county of England. • Felixstowe is a coastal city on the south east coast of England. • Children locate Felixstowe on a map and identify towns and cities near Felixstowe. • Felixstowe is important because 45% of the country's imported goods come into the port at Felixstowe. • Sydney is located in the continent of Australasia and the country of Australia. • Sydney is a coastal city situated on the south east coast of Australia. It is the capital city of the state of New South Wales but not the capital city of Australia. • Locate them on the world map. Where are they in comparison to each other and Milton Keynes? <p><u>LO: To identify the features of a coastal town/city</u></p> <ul style="list-style-type: none"> • Coasts have many different features, such as caves and cliffs, beaches and mudflats. Tides, waves, and water currents (flow) shape the land to form these coastal features. • A promenade is a pathway that follows the edge of the land. • Lighthouses can be found on the edge of the land to warn boats where the land begins. • A port is a maritime facility which may 	<ul style="list-style-type: none"> • Europe • Australasia • Pacific Ocean • England • North Sea • New South Wales • Sussex <ul style="list-style-type: none"> • Seaside • coast/coastline • beach • human, • physical • aerial view • bird's-eye view • observe • sand • sea • promenade • cliffs, • coast • pier • harbour • shop • sand dunes • bay • lighthouse <ul style="list-style-type: none"> • Australia • Sydney • Australasia • Continents • Pacific Ocean • city 	<p>Geography Year 1 – Oceans and Seas, The Continents,</p> <p>Geography - Migration (Y4), Rivers (Y4) Weather and climate (Y3), Villages, Towns and Cities (Y3).</p> <p>English - Information texts</p> <p>DT - Boats (Y3), Bridges (Y4),</p>
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		<p>comprise one or more wharves where ships may dock to load and discharge passengers and cargo. These are usually situated on a sea coast.</p> <p><u>LO: To compare the physical and human features of Felixstowe, UK and Sydney, Australia.</u></p> <ul style="list-style-type: none">• Where Australia is in the world compared to Felixstowe. Australasia, Pacific Ocean, Europe, United Kingdom, Irish Sea, North Sea• Sydney is in the Southern hemisphere.• It would take 2 hours to travel to Felixstowe from Milton Keynes by car. It is 130 miles from Milton Keynes.• Sydney is 10565 miles from Milton Keynes.• Compare the amount of people that live in Felixstowe to Sydney, Australia.• The Port of Felixstowe is Britain's biggest and busiest container port, and one of the largest in Europe.• What the main sources of employment are and types of transport identify shops, services, local industries, transport links, tourist attractions• what the lives of children in Sydney are like. Compare schools and play areas. what houses and other buildings look like in Sydney and compare them to their own houses. <p><u>LO: To compare the climates in Felixstowe and Sydney.</u></p> <ul style="list-style-type: none">• The climate of Sydney is humid subtropical shifting from mild and cool	<ul style="list-style-type: none">• town• coast• port• North sea	
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		<p>in winter to warm and hot in the summer, with no extreme seasonal differences.</p> <ul style="list-style-type: none">● Felixstowe is a city with significant rainfall. Even in the driest month there is a lot of rain.● Average rainfall in Sydney is 1175mm a year.● Average rainfall in Felixstowe is 724mm a year.● The UK is in the Northern Hemisphere & Australia is in the Southern Hemisphere. It has all to do with the tilt of the earth as it revolves around the Sun. Summer happens in the hemisphere tilted towards the Sun, and winter happens in the hemisphere tilted away from the Sun.● In Sydney, the summers are warm and partly cloudy and the winters are short, cool, and mostly clear. Over the course of the year, the temperature typically varies from 8°C to 27°C and is rarely below 5°C or above 32°C.● In Felixstowe, the summers are short, comfortable, and partly cloudy; the winters are long, very cold, and mostly cloudy; and it is windy year round. Over the course of the year, the temperature typically varies from 3°C to 22°C and is rarely below -1°C or above 26°C. <p><u>LO: To name and describe animals found in Australia/UK</u></p> <ul style="list-style-type: none">● Compare the differences between wild animals in Australia and UK. <p><u>LO: To identify influential people from Sydney</u></p>	<ul style="list-style-type: none">● Kangaroo● Echidna● possum● platypus● koalas● wallabies● marsupials● badger● hedgehog● fox● hemisphere	
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		<p><u>and Suffolk.</u></p> <ul style="list-style-type: none">● Hugh Jackman - Actor (Sydney)● Rebel Wilson - Actress (Sydney)● Eddie Mabo - Campaigner for indigenous rights (Australia)● John Constable - landscape artist (Suffolk)● Ed Sheeran - Musician (Suffolk)● Benjamin Britten - Composer (Suffolk)		
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