

GEOGRAPHY PROGRESSION AND COVERAGE

THE CAREY FEDERATION



EYFS 3-4						
EYFS Reception						
ELG	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (PC&C) 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.					
Academic Year	Kay Stage 1	Lower Key Stage 2		Upper Key Stage 2		
Halwill Year A Ashwater A4 2022/2023 Halwill Year B /Ashwater B4 2023/2024 Halwill Year A Ashwater Year A3 2024/2025 Halwill Year B Ashwater Year B3 2025/2026						
Coverage and context	Geography Knowledge					
	With support can name and locate the four countries of the UK on a map Can understand that they live in the UK and it is an island. Can identify the characteristics of each country looking at: Enquiry Question – What is life like in the UK? A shared diversity. • national symbols	Can name and locate the four countries and capital cities of the UK on a map. Can identify the characteristics of each country looking at: Enquiry Question – What is life like in the UK? A shared diversity. • human and physical geography • national symbols	Can describe where the UK is located and describe the location of England, Northern Ireland, Scotland, Wales and Devon Can identify the characteristics of Scotland – year A and Wales – year B , looking at: • human and physical geography • national symbols	Can describe where the UK is located and describe the location of England, Northern Ireland, Scotland, Wales and Devon Can identify the characteristics of Scotland – year A and Wales – year B , looking at: • human and physical geography • national symbols	Can describe the difference between the UK, British Isles and Great Britain. Can identify the characteristics of each country looking at: England – Year A and Ireland – Year B , looking at: Enquiry Question – What is life like in the UK? A shared diversity, a focus on England and Ireland? • human and physical geography	Can describe the difference between the UK, British Isles and Great Britain. Can identify the characteristics of each country looking at: Enquiry Question – What is life like in the UK? A shared diversity, Year A and Ireland – Year B , looking at • human and physical geography • national symbols

	<p style="text-align: center;">LOCATIONAL KNOWLEDGE</p> <p style="text-align: center;">The UK and Local Area</p> <p style="text-align: center;">https://www.toporopa.eu/en/</p>	<ul style="list-style-type: none"> • cultural habits • language • people 	<ul style="list-style-type: none"> • cultural habits • language • historical achievements • people <p>Can name and locate the surrounding seas of the UK.</p> <p>.</p>	<ul style="list-style-type: none"> • cultural habits • language • historical • people <p>Name and locate the key geographical regions and identify their characteristics.</p> <p>Enquiry Question year A – What is life like in the UK? A shared diversity - a focus on Scotland and how land use and settlements have changed over time.</p> <p>Enquiry Question year B – What are the similarities and differences between Wales and Italy? Focus on land use and settlements.</p> <p>Year A Scotland - inc link to mountains (year B) and rivers (year A)</p> <p>Describe what a city is.</p> <p>Name and locate: Cities - London, Exeter, Edinburgh, Glasgow, Inverness,</p> <p>Regions – Devon, Scotland South, Glasgow and Strathclyde, Edinburgh and Lothians Tayside, Central and Fife Highland and Islands Aberdeen and North East.</p> <p>Understand cities, select one from Scotland and discuss how they have changed over time. Link to History – Skara Brae – Stone Age to Iron Age. Settlement and land use focus</p> <p>Year B Wales compared to Italy – link to mountains. Also link to rivers (year A)</p> <p>Name and locate: Cities – London, Exeter, Cardiff, Bangor, Aberystwyth Counties in Wales Snowdon</p>	<ul style="list-style-type: none"> • cultural habits • language • historical • people <p>Name and locate the key geographical regions and identify their characteristics.</p> <p>Enquiry Question year A – What is life like in the UK? A shared diversity - a focus on Scotland and how land use and settlements have changed over time.</p> <p>Enquiry Question year B – What are the similarities and differences between Wales and Italy? Focus on land use and settlements.</p> <p>Year A Scotland - inc link to mountains (year B) and rivers (year A)</p> <p>Describe what a city is.</p> <p>Name and locate: Cities - London, Exeter, Edinburgh, Glasgow, Inverness,</p> <p>Regions – Devon, Scotland South, Glasgow and Strathclyde, Edinburgh and Lothians Tayside, Central and Fife Highland and Islands Aberdeen and North East.</p> <p>Understand cities, select one from Scotland and discuss how they have changed over time. Link to History – Skara Brae – Stone Age to Iron Age. Settlement and land use focus</p> <p>Year B Wales compared to Italy – link to mountains. Also link to rivers (year A)</p> <p>Name and locate: Cities – London, Exeter, Cardiff, Bangor, Aberystwyth Counties in Wales Snowdon</p>	<ul style="list-style-type: none"> • national symbols • cultural habits - • language - • historical • people <p>Name and locate the key geographical regions and identify their characteristics.</p> <p>What are counties? How did they originate?</p> <p>Name and locate the land use patterns of the UK.</p> <p>.</p> <p>Year A – Focus on Mapping your local area and planning your investigation to look at patterns of residential, commercial, industrial, transport, agriculture and woodland.</p>	<ul style="list-style-type: none"> • cultural habits - • language - • historical – • people - <p>Focus on -</p> <p>Name and locate the key geographical regions and identify their characteristics.</p> <p>What are counties? How did they originate?</p> <p>Name and locate the land use patterns of the UK. Residential, commercial, industrial, transport, agriculture and woodland.</p> <p>Year B – Focus on agriculture.</p> <p>Can learn that different products originate from different counties of the UK due to human and physical factors Link to DT</p> <p>How do the different climate, relief and soil zones of the UK influence patterns of farming?</p> <p>Where are the main areas for crops and livestock?</p> <p>How has the appearance of the farming landscape in the UK changed over time?</p> <p>How has technology changed the productivity and pattern of farming in the UK?</p>
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	<p>Stem sentences and Definitions</p>	<p>UK location- The UK is an island nation in Western Europe just off the coast of France. The mainland areas lie between latitudes 49°N and 59°N and longitudes 8°W to 2°E. The UK is bordered by four seas: to the South by the English Channel, which separates it from continental Europe, to the East by the North Sea, to the West by the Irish Sea and the Atlantic Ocean. Northern Ireland shares a 360 km international land boundary with the Republic of Ireland. The UK has a total area of nearly 245,000 square kilometres.</p> <p>Settlements - Settlements are places where groups of people live and work.</p> <p>A city is a type of settlement, which has been awarded the city status by the monarch. Historically, a settlement had to have a cathedral to be made a city, which is why smaller settlements, such as Wells, Ely and Salisbury are still cities today. However, this is no longer a requirement. Generally, it is large and has a population of over 100,000.</p> <p>Topography describes the physical features of an area of land. These features typically include natural formations such as mountains, rivers, lakes, and valleys. Manmade features such as roads, dams, and cities may also be included.</p> <p>A geographical region, is generally a large area of land with distinguishing geographical, ecological, cultural or political characteristics that set it apart from other areas and may exist within one country or be spread over several</p> <p>Land Use - Land use is the function or purpose of a particular area.</p> <p>Economic Activity - The word economy describes how a country or place is doing in making goods, and how much money it has. The amount a country sells and makes is called economic activity.</p>					
	<p>LOCATIONAL KNOWLEDGE</p> <p>The World and Continents</p>	<p>With support can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p>	<p>Can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p>	<p>With support, can locate and describe cities, countries and regions of Europe by their human, physical and environmental characteristics.</p> <p>Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>Year B – Mountains, Italy compared to Wales. Italian Alps, Apennines, Dolomites. Eryri (Snowdonia) National Park</p> <p>Year A – Rivers in Europe - the Volga, the Danube, the Rhine, the Elbe and the Loire. Also link to local rivers and Scottish rivers.</p>	<p>Can locate and describe cities, countries and regions of Europe by their human, physical and environmental characteristics.</p> <p>Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>Year B – Mountains, Italy compared to Wales. Italian Alps, Apennines, Dolomites. Eryri (Snowdonia) National Park</p> <p>Year A – Rivers in Europe - the Volga, the Danube, the Rhine, the Elbe and the Loire. Also link to local rivers and Scottish rivers.</p>	<p>With support can locate and describe cities, countries and regions of North and South America by their human, physical and environmental characteristics.</p> <p>Can 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)</p>	<p>Can locate and describe cities, countries and regions of North and South America by their human, physical and environmental characteristics.</p> <p>Can 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)</p>
	<p>Stem sentences and Definitions</p>	<p>Location: We use imaginary lines to find where a place is in the world.</p> <p>Latitude: We use lines of latitude to find out how far north or south a place is. These lines run parallel to the Equator.</p> <p>Longitude: We use lines of longitude to find out how far east or west a place is. These lines run from the top of the Earth to the bottom.</p> <p>Hemispheres: The Equator is an imaginary line of latitude around the centre of the Earth. The Equator is at the centre of the lines of latitude and is at 0° latitude. Anything lying south (below) of the Equator is in the Southern Hemisphere and is called °S. Anything lying north (above) of the Equator is in the Northern Hemisphere and is called °N.</p> <p>The North Pole is 90°N and the South Pole is 90°S. The line labelled 0° longitude is called the Prime Meridian or the Greenwich Meridian and runs through London. Anything lying east of the Greenwich Meridian is in the Eastern Hemisphere and is called °E. Anything lying west of the Greenwich Meridian is in the Western Hemisphere and is called °W</p>					

	<p>PLACES KNOWLEDGE</p> <p>HUMAN AND PHYSICAL FEATURES KNOWLEDGE</p> <p>KS 1 Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting Non-European country</p> <p>KS 2 understand geographical similarities and differences through the study of human and physical geography:</p> <p>Y3/4 - A region of the United Kingdom and a region in a European country</p> <p>Y5/6 - A region of the United Kingdom and a region of North or South America</p>	<p>Can identify and describe similarities and differences through studying the human and physical features of UK Exeter Year A and Halwill Year B and Jamaica Year A and Zambia Year B.</p> <p>Human Features - city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Physical Features – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Identify daily and seasonal weather patterns in the UK.</p> <p>Identify the location of hot and cold areas of the world in relation to the equator and North and South Pole.</p> <p>Environmental: Year A</p> <p>What is the impact of felling in our local forest?</p> <p>Environmental: Year B</p> <p>How does pollution affect our school?</p>	<p>Can identify and describe similarities and differences through studying the human and physical features of UK Exeter Year A and Halwill Year B and Jamaica and Zambia Year B.</p> <p>Human Features - city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Physical Features – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Identify and explain daily and seasonal weather patterns in the UK.</p> <p>Identify the location of hot and cold areas of the world in relation to the equator and North and South Pole.</p> <p>Environmental: Year A</p> <p>What is the impact of felling in our local forest?</p> <p>Environmental: Year A</p> <p>How does pollution affect our school?</p>	<p>Can identify and describe similarities and differences identify human and physical features of Scotland Year A and Wales and Italy Year B.</p> <p>European Country: Italy – year B</p> <p>Human Features - types of settlement and land use Scotland – year A. Wales and Italy – year B</p> <p>Physical Features – rivers – year A, volcanoes and earthquakes – year B, Mountains – year B and the water cycle – year A</p> <p>Environmental: Rivers – Year A</p> <p>Can you describe the journey of water in a river?</p> <p>Environmental: Volcanoes – Year B</p> <p>Why do people live near them? What's the impact when they erupt?</p>	<p>Can identify and describe similarities and differences identify human and physical features of Scotland Year A Wales and Italy Year B.</p> <p>European Country: Italy – year B</p> <p>Human Features - types of settlement and land use Scotland – year A. Wales and Italy – year B</p> <p>Physical Features – rivers – year A, volcanoes and earthquakes – year B, Mountains – year B and the water cycle – year A</p> <p>Environmental: Rivers – Year A</p> <p>Can you describe the journey of water in a river?</p> <p>Environmental: Volcanoes – Year B.</p> <p>Why do people live near them? What's the impact when they erupt?</p>	<p>Can identify and describe similarities and differences identify human and physical features of Ireland Year B and England Year A and USA.</p> <p>USA: North America</p> <p>Human Features - economic activity including trade links, and the distribution of natural resources including energy food, minerals and water.</p> <p>Physical Features - climate zones, biomes and vegetation belts, mountains.</p> <p>Environmental: Year A: How does exploitation of natural resources cause problems? Describe how features and places change and the links between people and environments by explaining why some Biomes are under threat due to land use change and pollution.</p> <p>Environmental: Year B What does the UK export and to where? What is the impact on the carbon footprint of products we use?</p>	<p>Can identify and describe similarities and differences identify human and physical features of Ireland Year B and England Year A and USA.</p> <p>USA: North America</p> <p>Human Features - economic activity including trade links, and the distribution of natural resources including energy.</p> <p>Physical Features - climate zones, biomes and vegetation belts, mountains.</p> <p>Environmental: Year A: How does exploitation of natural resources cause problems? Describe how features and places change and the links between people and environments by explaining why some Biomes are under threat due to land use change and pollution.</p> <p>Environmental: Year B What does the UK export and to where? What is the impact on the carbon footprint of products we use?</p>
	<p>Stem sentences and Definitions</p>	<p>Geography can be split into three areas: human geography, physical geography and environmental geography.</p> <p>KS1 Human geography is the study of how features that have been built by humans, like houses, roads and bridges, and how they affect how we live.</p> <p>KS2 Human geography is the study of societies, cultures and economies and how they affect how we live.</p> <p>KS1 Physical geography is the study of how features that would be there even if humans did not exist, like seas mountains and rivers and how they affect how we live.</p>					

KS2 Physical geography is the study of natural landscapes and environments and how they affect how we live.

Environmental geography is the study of how humans interact with the world and the impact this has such as land use, pollution.

Trade - The action of buying and selling goods and services. Trade is an important way for countries to make money and has been happening across the world for hundreds of years

	<p>Refer to world maps globes Atlases GIS - Geographical Information systems</p> <p>Identify the countries of the UK and continents countries and oceans linked to and Jamaica (Year A) and Zambia (Year B).</p> <p>Can follow N, S, E, W to describe the location of features and routes on a map</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Useful Links</p> <p>https://geography.org.uk/wp-content/uploads/2024/02/progression_in_mapping_Oct_2014.pdf</p> <p>Field Work Study – Impact of felling in Cookworthy Forestry. Year A</p> <p>Observe – Map the Forestry area that they are studying</p> <p>Measure – The how many new trees are planted in an area and or given time period.</p> <p>Record – Collection of data to show how many new trees are planted in an area and or given time period.</p> <p>Field Work Study –Geography of the</p>	<p>Refer to world maps globes Atlases GIS - Geographical Information systems</p> <p>Identify the countries of the UK and continents countries and oceans linked to and Jamaica Year A and Zambia Year B</p> <p>Can use N, S, E, W to describe the location of features and routes on a map</p> <p>Can draw a map of the human and physical features of the schools surrounding area. Can use a few Ordnance Survey symbols and a key.</p> <p>Can draw objects to scale -for example, on table or tray using squared paper 1:1 first, then 1:2 and so on.</p> <p>Have experience of large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500), aerial photographs, games with maps and globes.</p> <p>Field Work Study – Impact of felling in Cookworthy Forestry. Year A</p> <p>Observe – Map the Forestry area that they are studying</p> <p>Measure – The how many new trees are planted in an area and or given time period.</p> <p>Record – Collection of data to show how many new trees are planted in an area and or given time period.</p>	<p>Refer to world maps globes atlases GIS - Geographical Information systems</p> <p>Identify the continents and the countries and oceans of UK and Europe</p> <p>Can use four-figure and know that six figure grid references are more precise.</p> <p>Can give directions and instructions to 4 cardinal points N, S, E, W</p> <p>Can draw a plan view map of a short route with features in correct order and place and use standard OS symbols and a key.</p> <p>Can draw objects to scale -for example, on table or tray using squared paper 1:1 first, then 1:2 and so on.</p> <p>Can read and compare map scale work with Ordnance Survey maps Ordnance Survey maps 1:1250, 1:2500 4-figure coordinates.</p> <p>Field Work Study:</p> <p>A river study - year A</p> <p>Observe – map the journey of a local river</p> <p>Measure – the water flow and height</p>	<p>Refer to world maps globes atlases GIS - Geographical Information systems</p> <p>Identify the continents and the countries and oceans of UK and Europe</p> <p>Can use four-figure and know that six figure grid references are more precise.</p> <p>Can give directions and instructions to 4 cardinal points N, S, E, W</p> <p>Can draw a plan view map of a short route with features in correct order and place and use standard OS symbols and a key.</p> <p>Can make a simple scale plan of room using a simple scale 1cm2 = 1m2 and only whole numbers.</p> <p>Can read and compare map scale work with Ordnance Survey maps Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, 4-figure coordinates.</p> <p>Use the different scales to calculate distances</p> <p>Field Work Study:</p> <p>A river study - year A</p> <p>Observe – map the journey of a local river</p> <p>Measure – the water flow and height and various points</p>	<p>Refer to world maps globes atlases GIS - Geographical Information systems</p> <p>Identify the continents, countries and oceans of the world.</p> <p>Can use four-figure grid references and find six-figure grid references.</p> <p>Can give directions and instructions to 8 cardinal points N, NE, NW, S, SE, SW, E, W</p> <p>Can draw a plan view map of a larger area using OS symbols and key that includes a simple scale 1cm2 = 1m2 that uses whole and decimal numbers</p> <p>Can read and compare map scale with Ordnance Survey maps 1:1250, 1:2500,1:10 000, 1:25 000 4 and 6-figure coordinates</p> <p>Use the different scales to calculate distances</p> <p>Can compare and interpret contour lines</p> <p>Field Work Study – Economic activity in our local village Year A</p> <p>Observe – Map the local area</p> <p>Measure – Activity at the local shop</p>	<p>Refer to world maps globes atlases Trade maps GIS - Geographical Information systems</p> <p>Identify the continents, countries and oceans of the world.</p> <p>Can use four-figure grid references and find six-figure grid references.</p> <p>Can give directions and instructions to 8 cardinal points N, NE, NW, S, SE, SW, E, W</p> <p>Can draw a plan view map of a larger area using OS symbols and key that includes a simple scale 1cm2 = 1m2 that uses whole and decimal numbers</p> <p>Can read and compare map scale with Ordnance Survey maps 1:1250, 1:2500,1:10 000, 1:25 000. 1:50 000 4 and 6-figure coordinates.</p> <p>Use the different scales to calculate distances</p> <p>Can compare and interpret contour line</p> <p>Field Work Study – Economic activity in our local village Year A</p> <p>Observe – Map the local area</p> <p>Measure – Activity at the local shop</p>
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		<p>school grounds. Year B</p> <p>Observe – Map the amount of litter found in school grounds and indicate on plan view map.</p> <p>Measure – The amount of litter at different times of the day and where this is found.</p> <p>Record – Collection of data and present in pictogram and bar charts.</p>	<p>Field Work Study –Geography of the school grounds. Year B</p> <p>Observe – Map the amount of litter found in school grounds and indicate on plan view map.</p> <p>Measure – The amount of litter at different times of the day and where this is found.</p> <p>Record – Collection of data and present in pictogram and bar charts.</p>	<p>and various points</p> <p>Record – line graphs and bar charts to measure river heights and flow.</p> <p>A habitat study – year B</p> <p>Observe – map of school groups</p> <p>Measure – animals found in small areas around the school</p> <p>Record – tally chart</p>	<p>Record – line graphs and bar charts to measure river heights and flow.</p> <p>A habitat study – year B</p> <p>Observe – map of school groups</p> <p>Measure – animals found in small areas around the school</p> <p>Record – tally chart</p>	<p>and post office at different times of the day.</p> <p>Record – Tally chart to measure customers to post office and local shop. Questionnaire to people using the post office and shop.</p> <p>Field Work Study – A traffic Survey Year B</p> <p>Observe – Map the route of traffic and surrounding human and physical features. Study digital maps. GIS representation.</p> <p>Measure – The volume and type of traffic at different times of day in a defined point in Halwill Junction.</p> <p>Collect parent responses using Google. Form</p>	<p>and post office at different times of the day.</p> <p>Record – Tally chart to measure customers to post office and local shop. Questionnaire to people using the post office and shop</p> <p>Field Work Study – A traffic Survey Year B</p> <p>Observe – Map the route of traffic and surrounding human and physical features. Study digital maps. GIS representation.</p> <p>Measure – The volume and type of traffic at different times of day in a defined point in Halwill Junction.</p> <p>Collect parent responses using Google. Form</p>
	<p>Stem sentences and Definitions</p>	<p>Symbols show important landmarks, places and areas. They are used because maps are usually too small to contain lots of writing</p> <p>A key is a guide which explains what the symbols on the map mean. It is usually at the side of the map.</p> <p>Contours: Some maps, especially ones that people use to find their way around the countryside, contain contour lines. These are lines that show high and low areas of land measured in metres above sea level.</p>					