







This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.

The most relevant statements for geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

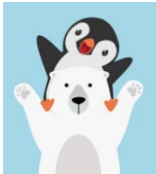




Geography			
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Understand position through words alone. For example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. 	
	Understanding the World	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. 	
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Wonderful Willowbrook Mead</p> 	<p>What makes Britain Great?</p> 	<p>Exploring Europe</p> 	<p>Awesome Asia</p> 	<p>Amazing Americas</p> 	<p>One Leicester, One World</p> 

NATIONAL CURRICULUM OBJECTIVES

<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ** Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ** Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ** Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ** Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> ** 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 – Pakistan and India 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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) 	<ul style="list-style-type: none"> 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 Describe and understand key aspects of: <ul style="list-style-type: none"> ** Physical geography, including: climate zones, biomes
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KNOWLEDGE					
<ul style="list-style-type: none"> • Study of Thurnby Lodge – past and present • Human features of local area eg churches, shops, houses. Physical features eg hills, forests, brook, fields (fieldwork – maps). Focus on Thurnby Lodge but then extending to Leicester. Examples: a bus trip into the city centre/exploring Leicester market • Observing seasonal changes in our area in autumn 	<ul style="list-style-type: none"> • Identify, locate and study the countries and capital cities of the UK. Where are they? What are they like? Capital city study of London, Dublin, Cardiff and Edinburgh. Pick out/explore physical and human features of each. • What Makes Britain Great: -picturesque landscape -quaint villages -stunning coastlines -seaside towns -national parks 	<ul style="list-style-type: none"> • Study of Europe. Locate the continent and its surrounding oceans. Locate UK within Europe. • Know the major countries of Europe • 2nd most populated continent in the world • Research into a European country: look at human and physical geography. How does it compare with the UK? Climate, population and traditions. • Comparison of 2 major cities (UK and other European) 		<ul style="list-style-type: none"> • Focus on the 2 continents: North and South America and be able to locate them • Understand that The Americas cover a huge area of the globe, extending over several lines of latitude and longitude • Study of different countries in America and how they vary. Look at physical and human geography • How do climates affect landscape and environment? 	<ul style="list-style-type: none"> • Use a range of maps, atlases and globes: identifying and understanding lines of latitude and longitude/The Tropics/Northern and Southern hemisphere/Equator/Time zones • Use grid references • Finding out about the major biomes and the climate, animals and plants that are typical of that biome • Locating different biomes around the world • Recognise and use symbols on an ordnance survey map

	<ul style="list-style-type: none"> Look at physical and human features of areas of interest British seasonality – food. Where our food comes from. Harvest festival. <p>Heights of Abraham trip</p>	<ul style="list-style-type: none"> Population heat map of European countries 		<ul style="list-style-type: none"> Comparison of regions in North and South America with regions in the UK Longitude, latitude, time zones and climate Andes project 	
<p>Penguins and Polar Bears</p> 	<p>Super Cities</p> 	<p>Earth, Wind and Fire</p> 	<p>Raging Rivers</p> 	<p>Does money make the world go round?</p> 	
NATIONAL CURRICULUM OBJECTIVES					
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans 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 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ** Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> ** Physical geography, including: volcanoes and earthquakes 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, 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> ** 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 	

<ul style="list-style-type: none"> 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: <p>** Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>		<p>countries, and major cities.</p>	<p>aspects have changed over time.</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Describe and understand key aspects of: <p>** Physical geography, including: rivers, the water cycle</p>		
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KNOWLEDGE

<ul style="list-style-type: none"> Continents and oceans – focus on Antarctica and Southern Ocean Physical geography – mountains, oceans, season, weather <p>Physical geography - The north and south poles - Year 1 - P2 - Geography Collection - Home Learning with BBC Bitesize - BBC Bitesize</p> <ul style="list-style-type: none"> Global warming – sea levels <p>Climate - BBC Teach</p> <ul style="list-style-type: none"> Similarities and differences between Leicester and Alaska (non-European country) -human and 	<ul style="list-style-type: none"> Name and locate the 7 continents and 5 oceans of the world <u>Super cities study</u> - Explore/study different super cities from around the world in different continents. What makes it a 'super city'? (population/buildings). What are the human features of these super cities? Famous landmarks? What is the climate like? The food? Cities to study: 	<ul style="list-style-type: none"> Name and describe the different layers of the Earth Understand how volcanoes are formed and what causes them to erupt Understand how and why earthquakes occur Use maps to name and locate the continents of the world and tectonic plates Understand the key aspects of a tornado and how tornados happen 	<ul style="list-style-type: none"> Locate the major rivers in the UK Locate major rivers around the world Identify the features of a river course The role of the water cycle in keeping rivers flowing How ox-bow lakes are formed How a river changes from its source to its mouth What affects flooding Why some rivers flood and others do not 	<ul style="list-style-type: none"> Understanding of overseas trade and location of countries and continents in the Northern and Southern hemisphere To understand what trade is and that the UK exports and imports goods to and from all over the globe What fairtrade is (in-depth study) Understand how developments in transportation and the UK'S changing 	
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<p>physical geography – polar bears</p> <ul style="list-style-type: none"> Study of the North and South Poles <p>North and South Poles primary resource National Geographic Kids (natgeokids.com) geography-curriculum-overview-version-3.pdf (busheyheathjm.herts.sch.uk)</p>	<p>Tokyo - Asia New York – North America Paris - Europe Sao Paulo – South America Lagos - Africa Sydney - Australia</p> <p>Mimar Sinan - The Greatest Architect? - YouTube</p>	<ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans 		<p>relationship with other countries affects trade</p> <ul style="list-style-type: none"> Understand how the world's wealth is distributed among its population (richest and poorest countries) To understand what the globalisation is and what events can influence the Global Economy. To begin to understand seasonality of foods and understand food can be grown, reared or caught in the UK and the wider world 	
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SKILLS

<p><u>Map, atlases and globe skills: drawing maps, using maps and representation</u></p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>To locate the seven continents on maps and globes.</p>	<p><u>Map, atlases and globe skills: drawing maps, using maps and representation</u></p> <p>To use world maps, atlases and globes to identify the continents and oceans.</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p>	<p><u>Map, atlases and globe skills: drawing maps, using maps and representation</u></p> <p>To use map symbols and keys to locate information.</p> <p>To use maps, atlases and globes to compare different countries.</p> <p>Try to make a map of a short route experienced,</p>	<p><u>Map, atlases and globe skills: drawing maps, using maps and representation</u></p> <p>To use maps, atlases and globes to locate countries and describe features studied.</p> <p>To use ordnance survey maps.</p>	<p><u>Map, atlases and globe skills: drawing maps, using maps and representation</u></p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p>	<p><u>Map, atlases and globe skills: drawing maps, using maps and representation</u></p> <p>To use maps, plans, graphs and digital technology to observe, measure and record the human and physical features in the local area.</p> <p>Draw a variety of thematic maps based on their own data.</p>
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<p>Draw picture maps of imaginary places and from stories.</p> <p>Use a simple picture map to move around the school;</p> <ul style="list-style-type: none"> • Recognise that it is about a place. <p>Use own symbols on imaginary map.</p> <p>Picture maps and globes</p>	<p>Follow a route on a map.</p> <ul style="list-style-type: none"> • Use a plan view. • Use an infant atlas to locate places. <p>Begin to understand the need for a key.</p> <ul style="list-style-type: none"> • Use class agreed symbols to make a simple key. <p>Find land/sea on globe.</p> <ul style="list-style-type: none"> • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas 	<p>with features in correct order</p> <p>Try to make a simple scale drawing.</p> <p>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>Know why a key is needed.</p> <ul style="list-style-type: none"> • Use standard symbols. <p>Use large scale OS maps.</p> <ul style="list-style-type: none"> • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs. 	<p>Make a map of a short route experienced, with features in correct order;</p> <p>Make a simple scale drawing.</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <ul style="list-style-type: none"> • Follow a route on a large scale map. <p>Know why a key is needed.</p> <ul style="list-style-type: none"> • Begin to recognise symbols on an OS map <p>Use large and medium scale OS maps.</p> <ul style="list-style-type: none"> • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs 	<p>Compare maps with aerial photographs. • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <ul style="list-style-type: none"> • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) <p>Draw a sketch map using symbols and a key;</p> <ul style="list-style-type: none"> • Use/recognise OS map symbols. <p>Use index and contents page within atlases.</p> <ul style="list-style-type: none"> • Use medium scale land ranger OS maps. 	<p>Follow a short route on an OS map. Describe features shown on OS map.</p> <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Use/recognise OS map symbols.</p> <ul style="list-style-type: none"> • Use atlas symbols <p>Use OS maps.</p> <ul style="list-style-type: none"> • Confidently use an atlas. • Recognise world map as a flattened globe
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<p><u>Compass skills, grid references and scales</u></p> <p>To use directional language (left, right, near, far, up, down).</p> <p>To begin to use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</p> <p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p>	<p><u>Compass skills, grid references and scales</u></p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features to help devise a simple map.</p> <p>To use 4 compass points to follow/give directions.</p> <p>To use and construct basic symbols in a key for their own maps.</p> <p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p>	<p><u>Compass skills, grid references and scales</u></p> <p>To begin to use the eight points of a compass.</p> <p>Use letter/no. co-ordinates to locate features on a map</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p>	<p><u>Compass skills, grid references and scales</u></p> <p>To use the eight points of a compass to describe the location of features and routes on a map.</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p> <p>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p>	<p><u>Compass skills, grid references and scales</u></p> <p>To use four figure grid references to locate features on a map and to build their knowledge of the United Kingdom and the wider world.</p> <p>Use 8 compass points;</p> <p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales.</p>	<p><u>Compass skills, grid references and scales</u></p> <p>Use 8 compass points confidently and accurately;</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p>Use a scale to measure distances. Draw/use maps and plans at a range of scales.</p>
<p><u>Fieldwork</u></p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the local park.</p>	<p><u>Fieldwork</u></p> <p>To use simple fieldwork to identify and the key human and physical features of the local environment.</p>	<p><u>Fieldwork</u></p> <p>To use fieldwork to observe and measure the human and physical features of the local environment.</p>	<p><u>Fieldwork</u></p> <p>To use fieldwork to observe, measure and record the human and physical features in the local environment.</p>	<p><u>Fieldwork</u></p> <p>To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.</p>	<p><u>Fieldwork</u></p> <p>To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>