

White House Farm Primary School
Geography Coverage and Progression Document

Area of Study	Reception	Year 1	Year 2
Locational knowledge	<p>EYFS Statutory Framework: Understanding the World Location Knowledge</p>	<p>National Curriculum: Locational Knowledge</p> <ul style="list-style-type: none"> 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 	
	<p>White House Farm Primary School: Location Knowledge</p> <ul style="list-style-type: none"> Know the name of their local area and where they live. Know that Sprowston is in Norwich and that Norwich is a city. Know that they live in England and that England is a country. Understand that the UK is an island which means that it is surrounded by water – seas and oceans. 	<p>White House Farm Primary School: Location Knowledge</p> <ul style="list-style-type: none"> Locate and describe Sprowston, Norwich and Norfolk on a map Explore and locate different seaside resorts and destinations across the UK. Describe how weather conditions change in the UK during the four seasons as well as in different locations. Describe and observe the distribution of hot and cold places in the world relative to the Equator. 	<p>White House Farm Primary School: Location Knowledge</p> <ul style="list-style-type: none"> Describe a journey from Canada to Antarctica listing the countries, seas, and oceans that a traveller would pass through. Describe what it means for some countries such as Zambia to have a tropical climate. Identify and locate the seven continents and five oceans of the world. Identify the location of Brunei in Asia.
Place knowledge	<p>EYFS Statutory Framework: Understanding the World Place Knowledge</p> <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 and changing states of matter 	<p>National Curriculum: Place knowledge</p> <ul style="list-style-type: none"> 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 	
	<p>White House Farm Primary School: Place Knowledge</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear, and feel whilst outside or on walks and trips to different local environments. Recognise that some environments are different to the one in which they live. Understand how the weather can be change in different parts of the world. Observe how different animals live in countries around the world comment on some of their characteristics. Know the differences between countries in the world and talk about the differences they have experienced or seen in photos. Explore countries and cultures through books, puppets and role play as well as discussions with adults. 	<p>White House Farm Primary School: Place Knowledge</p> <ul style="list-style-type: none"> Identify, describe, and offer reasons for European flight destinations from Norwich airport. observe and record in a variety of ways, significant examples of physical and human geographical features of Sprowston and explain how this contrasts with other places that they have visited. identify, describe, and offer reasons for changes in land use in Sprowston and Norwich. Compare and contrast the environments of Antarctica and the Sahara Desert. 	<p>White House Farm Primary School: Place Knowledge</p> <ul style="list-style-type: none"> Describe and suggest reasons why the weather in Devon makes it a good place for dairy farming and how this compares with farming in Norfolk. Identify, describe and rank order the top ten most popular fruits in the UK and give reasons why half are imported. Explain why many popular fruits cannot be grown in the UK and must be imported. Explain why both Antarctica and the Sahara Desert are <i>deserts</i> despite one being very hot and the other very cold. Observe and describe the location of the Sprowston, within the UK, Europe and in relation to the Equator and North Pole and South Pole. Identify and describe the main features of a traditional home in Kampong Ayer. Describe the kind of boats people use at Kampong Ayer and identify their different purposes. Recognise and describe similarities with a typical school day at Kampong Ayer;
Human and physical geography	<p>National Curriculum: Human and Physical geography</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>National Curriculum: Human and Physical geography</p> <ul style="list-style-type: none"> 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>White House Farm Primary School: Human and Physical Geography</p> <ul style="list-style-type: none"> Explore collections of materials with similar and or different properties. Explore natural and man-made materials to investigate and talk about – bark, leaves, sand, rocks, shells, pebbles, plastic tubing, concrete. Explore photos and stories with adults making sense of the surroundings and local environment. Comment on what they notice, recognising buildings, open space, roads, and other simple features. 	<p>White House Farm Primary School: Human and Physical Geography</p> <ul style="list-style-type: none"> Identify and describe the main elements of the weather and explain different ways in which it can affect our daily lives. Compare and contrast and suggest reasons why land uses in urban and rural areas are often very different. Observe how the temperature of places decreases with distance from the Equator towards the North and South Pole and Describe and compare these environments. 	<p>White House Farm Primary School: Human and Physical Geography</p> <ul style="list-style-type: none"> Identify and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its towns and cities. Compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole and Norfolk specifically.

	<ul style="list-style-type: none"> Understand the effects of changing seasons on the natural world around them – focus on weather and seasonal features. Observe how animals behave differently as the seasons change. 	<ul style="list-style-type: none"> Identify, describe, and compare physical and human features of the seaside with those of countryside and city areas. Suggest reasons why the seaside is such a popular place to visit and explore other destinations in Europe. Identify, describe, and offer reasons for the presence of pollution on a beach. Describe and explain how people can take greater care of the seaside environment. Describe what a <i>habitat</i> is and the features of one kind of seaside habitat. Understand the interdependence of living things in seaside environments. Identify different places at the seaside where plants, birds and animals might live. Describe and compare how people have enjoyed holidays at the seaside in the past compared with today. 	<ul style="list-style-type: none"> Describe and explain some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers and what is meant by seasonal produce. Understand what ‘free range’ means and how this can be beneficial for farm animals but also impacts on local land use. Observe, name, and describe a range of features of Antarctica. Observe and describe how ice at the Arctic is different from the ice in Antarctica. Compare and contrast the food chains of polar bears and penguins and suggest reasons for similarities and differences observed. Observe and describe the weather experienced during a typical day at Kampong Ayer. Identify and describe the main features of forests in Brunei.
Geographical skills and fieldwork	EYFS Statutory Framework: Geographical skills and fieldwork <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; 	National Curriculum: Geographical skills and fieldwork <ul style="list-style-type: none"> 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. 	
	White House Farm Primary School: Geographical skills and fieldwork <ul style="list-style-type: none"> Use magnifying glasses to explore and make observations – “I wonder can see..., I wonder if...” Draw information on simple maps focusing on their immediate environment. Look at aerial views of their school setting. 	White House Farm Primary School: Geographical skills and fieldwork <ul style="list-style-type: none"> Observe, locate, and describe a range of physical and human features of their school and its grounds on a current <i>Google Earth</i> satellite image. Observe, and record different types of land use in the local area and present their results in different ways. Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features. Observe, Measure and Record some elements of daily weather over several days using a variety of simple instruments and devices. Identify, describe, and categorise living things within a rock pool habitat. Identify, categorise, and begin to explain the distribution of seashells on a beach; 	White House Farm Primary School: Geographical skills and fieldwork <ul style="list-style-type: none"> Use charts and graphs to record, evaluate and compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole Use <i>Google Earth</i> satellite images to locate and describe a range of human and physical features of Kampong Ayer. Using maps at various scales and online websites, identify time differences and estimate distances between the UK, Brunei, and other locations in the world. Identify the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering reasons for any similarities or differences observed. Identify, describe, and observe the types of traditional homes that are found in Kampong Ayer and compare and contrast these with their own homes and through fieldwork record and categorise types of homes found in the locality of their school
Vocabulary	EYFS Statutory Framework: Understanding the World	National Curriculum: Key Vocabulary <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. Key human features, including city, town, village, factory, farm, house, office, port, harbour, and shop 	
	Village, town, city, school buildings, open space, roads and other simple features, places of worship	White House Farm Primary School: Key Vocabulary	White House Farm Primary School: Key Vocabulary