

## EYFS Geography Knowledge

### Early Learning Goals: Understanding the World

*By the end of Reception:*

#### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.

#### Children in Reception will be learning to:

#### Content Knowledge

##### AUTUMN:

- (Continually) what the seasons are, which season we are in and the changes they bring.
- The names of the 4 seasons.

##### *Taught Knowledge:*

- What a map is and what it can be used for.
- To create a simple map of our classroom/outdoor area.
- About the environment around us and what living things are in our environment.
- Why it is important to look after our environment.

##### SPRING:

- (Continually) what the seasons are, which season we are in and the changes they bring.
- The names of the 4 seasons.





















##### *Taught Knowledge:*














##### SUMMER:















- (Continually) what the seasons are, which season we are in and the changes they bring.
- The names of the 4 seasons.


















##### *Taught Knowledge:*














- That our village is called Great Ponton and our closest town is called Grantham.
- About our village and its features through a local walk.
- That some children live in different areas and environments than we do.















Key Stage 1- Cycle A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Locational knowledge</b>						
➤ 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						
<b>Human and physical geography</b>						
➤ 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						
<b>Place Knowledge</b>						
➤ 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						
<b>Geographical skills and fieldwork</b>						
➤ 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						

<b>Year 3/4 Cycle A</b>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Locational knowledge</b>						
➤ 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)						
<b>Place knowledge</b>						
➤ 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						
<b>Human and physical geography</b>						
➤ 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 Geography – key stages 1 and 2 4 Geographical skills and fieldwork						
<b>Geographical skills and fieldwork</b>						
➤ 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						

Year 5/6 Cycle A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Locational knowledge</b>						
➤ 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)						
<b>Place Knowledge</b>						
➤ 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						
<b>Human and physical geography</b>						
➤ 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 Geography – key stages 1 and 2 4 Geographical skills and fieldwork						
<b>Geographical skills and fieldwork</b>						
➤ 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						

Key Stage 1- Cycle B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Locational knowledge</b>						
➤ 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						
➤ 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						
<b>Human and physical geography</b>						
➤ 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						
<b>Place Knowledge</b>						
➤ 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						
<b>Geographical skills and fieldwork</b>						
➤ 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						

Year 3/4 Cycle B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Locational knowledge</b>						
➤ 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)						
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➤ 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 Geography – key stages 1 and 2 4 Geographical skills and fieldwork						
<b>Geographical skills and fieldwork</b>						
➤ 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						

<b>Year 5/6 Cycle B</b>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Locational knowledge</b>						
➤ 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)						
<b>Place Knowledge</b>						
➤ 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						
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