



## 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:

<b>Content Knowledge</b>	<p><b>AUTUMN:</b>            -(Continually) what the seasons are, which season we are in and the changes they bring.            -The names of the 4 seasons.</p> <p><i>Taught Knowledge:</i>            -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.</p>	<p><b>SPRING:</b>            -(Continually) what the seasons are, which season we are in and the changes they bring.            -The names of the 4 seasons.</p> <p><i>Taught Knowledge:</i></p>	<p><b>SUMMER:</b>            -(Continually) what the seasons are, which season we are in and the changes they bring.            -The names of the 4 seasons.</p> <p><i>Taught Knowledge:</i>            -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.</p>
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<b>National Curriculum Aims</b>	<b>Locational knowledge</b>
	KS1 – Pupils should be able to name and locate the world’s seven continents and five oceans. They should be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.



**KS2** – Pupils should be able to 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. Be able to 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. Be confident in identifying 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)

Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> <li>✓ Can name and locate the four countries making up the British Isles, with their capital cities.</li> <li>✓ Can name the surrounding seas of the United Kingdom.</li> <li>✓ Can talk about the main features of each of the four countries that make up the United Kingdom.</li> <li>✓ Can locate and name the 7 continents on a World Map.</li> <li>✓ Can locate and label the 5 oceans.</li> <li>✓ Can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Revise on world map:               <ul style="list-style-type: none"> <li>• Continents</li> <li>• UK 4 countries and characteristics</li> <li>• UK capital cities</li> <li>• Seas surrounding the UK</li> <li>• 5 oceans</li> <li>• Counties and cities of the UK</li> </ul> </li> <li>✓ Can locate geographical regions (temperate, tropical and subtropical zones).</li> <li>✓ Can identify their human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns.</li> <li>✓ Can explain how some of these aspects have changed over time.</li> <li>✓ Can name and locate some countries of Europe or the wider world.</li> <li>✓ Can share my own views about locations.               <ul style="list-style-type: none"> <li>• Locate counties and cities in UK</li> <li>• Name and locate countries of Europe</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Can locate some countries and cities in the world and environmental regions.</li> <li>✓ Can name and locate countries of South America.</li> <li>✓ Identify the position and significance of:               <ul style="list-style-type: none"> <li>• Longitude and latitude</li> <li>• Equator</li> <li>• Northern and Southern Hemisphere</li> <li>• Tropics of Cancer and Capricorn</li> <li>• Arctic and Antarctic circle</li> <li>• The prime/ Greenwich Meridian and times zones (including day and night)</li> </ul> </li> <li>✓ Can identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>



- Locate the location of Russia in comparison to other countries.
- ✓ Can name and locate:
  - Equator
  - Northern Hemisphere
  - Southern Hemisphere
  - The Tropics of Cancer and Capricorn
  - Arctic and Antarctic Circles

**National  
Curriculum  
Aims**

**Place knowledge**

KS1 – Pupils should have a good understanding of 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.



**KS2 – Pupils 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**

**Y1/2**

- ✓ Can recognise similarities and differences between Tipton and a contrasting place in the UK.
- ✓ Can recognise the similarities and difference between Birmingham and another city.
- ✓ Can talk about people and places within my local environment.
- ✓ Can talk about people and places beyond my local environment.
- ✓ Can compare and contrast polar regions.
- ✓ Can identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area.
- ✓ Can compare a local City/town in England with a contrasting city in a different country. **Kenya**
- ✓ Can identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area.

**Y3/4**

- ✓ Can compare geographical regions and their identifying human and physical characteristics.
- ✓ Can explain how some of these aspects have changed over time.
- ✓ Can describe geographical similarities and differences between a region in the United Kingdom and one in a European country.
- ✓ Can describe geographical similarities and differences between countries.
- ✓ Can describe how the locality of the school has changed over time.
- ✓ Can identify the main physical and human characteristics of the countries of Europe and some regions of the world.
- ✓ Can describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones.

**Y5/6**

- ✓ Can explain and discuss a range of reasons for geographical similarities and differences between countries.
- ✓ Can explain how locations around the world are changing and explain some of the reasons for change.
- ✓ Can describe geographical diversity across the world.



National Curriculum Aims	<p><b>KS1</b> – Pupils should be able to 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. They should be able to 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.</p> <p><b>KS2</b> – Pupils should be able to 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.</p>		
	Y1/2	Y3/4	Y5/6
	<ul style="list-style-type: none"> <li>✓ Can compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality.</li> <li>✓ Can ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</li> <li>✓ Can I talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles</li> <li>✓ Can compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences.</li> <li>✓ Can identify land use around the school: beach, coast, forest, hill, mountain, sea, river, weather.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>✓ Can describe key aspects and compare physical geography in the UK and an area in a European country (<b>Italy</b>)               <ul style="list-style-type: none"> <li>• Climate zones</li> <li>• Biomes</li> <li>• Rivers</li> <li>• Mountainous areas</li> <li>• Weather and season</li> <li>• Landscape</li> <li>• Habitats and animal species</li> <li>• Volcanoes and earthquakes</li> </ul> </li> <li>✓ Can describe key aspects and compare human geography in the UK and an area in a European country.               <ul style="list-style-type: none"> <li>• Settlements</li> <li>• Land use</li> <li>• Population</li> <li>• Culture</li> <li>• Economy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Can collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>✓ Can explain how countries and geographical regions are interconnected and interdependent.</li> <li>✓ Can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</li> <li>✓ Can describe and understand key aspects of physical geography:               <ul style="list-style-type: none"> <li>• Climate zones</li> <li>• Biomes- rainforest</li> <li>• Vegetation belts</li> <li>• Rivers</li> <li>• Mountains</li> <li>• Earthquakes (Japan)</li> <li>• Water cycle</li> <li>• Volcanoes</li> </ul> </li> </ul>



- ✓ Can identify: city, town, village, factory, farm, house, office, port, harbour and shop.
- ✓ Can begin to look at tourism and trade.
- ✓ Can explore famous landmarks in the UK.
- ✓ Can identify seasonal and daily weather patterns in the United Kingdom.
- ✓ Can identify hot and cold areas of the world in relation to the Equator and the North and south poles.

- Supply of food and its trade

- ✓ Can identify and locate Physical characteristics of North and South America.
- ✓ Can explain how the physical features affect human activity in a location.
- ✓ Can identify and describe key aspects and compare human geography including:
  - Types of settlement
  - Land use
  - Economic activity (including trade links)
  - Distribution of energy, minerals, food and water
  - Tourism
  - Energy issues and connections
- ✓ Can identify and locate human characteristics of North and South America.
- ✓ Can investigate Biomes across the world-linking this to physical climate and how it has created the different types of habitats.



**National Curriculum Aims**

**Geographical skills and fieldwork**

**KS1-** Pupils should be able to 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. They should be able to 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. They should be able to 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.

**KS2-** Pupils should be able to 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. They should be able to 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.

	Y1/2	Y3/4	Y5/6
	<ul style="list-style-type: none"> <li>✓ Can use directional language to describe the location of features and routes on a map- Near, far, left and right.</li> <li>✓ Revise directional language to describe the location of features and routes on a map.</li> <li>✓ Can use simple compass directions (North, South, East, West)</li> <li>✓ Can use simple fieldwork to observe, measure and record the human and physical features from the school grounds and the surrounding area.</li> <li>✓ Can look at reasons for sunny and shaded places around school.</li> <li>✓ Can use fieldwork to observe, measure and record human and physical features in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can use an 8-point compass.</li> <li>✓ Can find 2 and 4 figure grid references, symbols and keys to communicate knowledge of the UK and wider world.</li> <li>✓ Can draw sketch maps, plans, graphs and take photographs of the area and label the physical and human features. -Example: an area of a park that contains footpaths, pond etc. Understands the habits of the local community by conducting questionnaires Present findings and identify trends.</li> <li>✓ Can find a location in your local town.</li> <li>✓ Can understand the habits of the local community by conducting questionnaires Present findings and identify trends.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can use an 8-point compass.</li> <li>✓ Can use 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</li> <li>✓ Can use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features from walking around the local town.</li> <li>✓ Can record the results in different ways (for example, traffic Survey)</li> <li>✓ Can use fieldwork to observe, measure and record and present results in a range of ways.</li> <li>✓ Can use different types of field work (random and systematic).</li> </ul>



	<ul style="list-style-type: none"><li>✓ Can use maps, atlases, globes, and Google Earth to locate countries and cities.</li><li>✓ Can follow maps around the school and local area.</li><li>✓ Can use a map to identify places in the UK.</li><li>✓ Can use aerial images to recognise landmarks and basic physical features.</li><li>✓ Can use a simple key to recognise physical and human features on a map.</li><li>✓ Can create a simple map of my local environment.</li><li>✓ Can use aerial images and plan perspectives to recognise landmarks and basic physical geography.</li><li>✓ Can devise a simple map and construct basic symbols in a key.</li><li>✓ Can use simple grid reference for example, (A1, B1).</li></ul>		<ul style="list-style-type: none"><li>✓ Can use maps, atlases and digital/computer mapping to locate countries and describe features.</li><li>✓ Can use geographical resources to give descriptions and opinions of the characteristics of a location.</li><li>✓ Can use maps to identify how coasts and rivers change the land over time.</li><li>✓ Can talk about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map).</li><li>✓ Can create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.</li><li>✓ Can use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location.</li><li>✓ Can analyse and give views on the effectiveness of different geographical representations of a location (aerial images compared with maps and topological maps- as in London’s tube).</li><li>✓ Can create maps of locations identifying patterns such as: land use, climate zones, population densities and height of land.</li></ul>
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