



GEOGRAPHY KNOWLEDGE PROGRESSION

Year	N (3-4 YEARS)	R (RECEPTION AND ELG)	1	2	3	4	5	6
Locational knowledge	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Understand position through words alone. For example, "The bag is under the table," - with no pointing.</p> <p>Describe a familiar route.</p>	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Understand that a world map shows all the countries in the world.</p> <p>Countries where members of the class come from.</p> <p>Where am I?</p>	<p>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</p> <p>Focus on London when learning about the Great Fire of London.</p> <p>Name and locate the world's 7 continents and 5 oceans. Understand term 'continent' and 'sea'.</p>	<p>Understand the difference between the Northern and Southern hemisphere.</p> <p>Look at the environmental regions of Europe (Different areas defined by their environmental conditions such as climate, land-forms, soil etc).</p> <p>Identify the key physical and human characteristics, countries and major cities eg: rivers, mountains, capitals and landmarks.</p>	<p>Understand the term 'climate zones' and identify some differing ones.</p> <p>Look at global warming and its implications.</p> <p>Use maps, atlases, globes and digital mapping to locate countries of Europe.</p>	<p>Use 4 figure grid references to read maps.</p> <p>Look for evidence of past rivers .</p>	<p>6 figure grid references.</p> <p>Name and locate key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>On a world map, locate the main countries of Africa, Asia and Australasia.</p> <p>Identify the position and significance of latitude and longitude.</p>
Place knowledge	<p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>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.</p>	<p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.</p> <p>Focus on India .</p>	<p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country .</p>	<p>Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.</p> <p>Naming of some counties and cities in the UK .</p>	<p>A focus on biomes eg: Tundra, Desert, Grassland, Rainforest.</p> <p>Identify some of these on a world map.</p> <p>Compare a region of the UK with a EUROPEAN volcanic region.</p> <p>Identify the similarities and differences between this region and a region of the UK</p>	<p>Use maps, atlas, globes and digital mapping to locate the countries, mountain ranges, rivers and oceans of South America. LINK TO RAIN-FOREST.</p> <p>Time Zones</p> <p>Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Rhos - Wales).</p>

Year	N	R	1	2	3	4	5	6
Human and physical geography		<p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Identify human and physical features of two places studied.</p> <p>Identify seasonal and daily weather patterns in the UK .</p>	<p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South poles.</p> <p>Focus on Africa to the Arctic.</p> <p>Identify human and physical features of the two localities studied.</p>	<p>Whilst studying historical figures or groups, why did they choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today?</p>	<p>Study of volcanoes - causes and effects etc,</p> <p>Locate places in the world.</p> <p>Draw diagrams and produce writing using correct vocabulary .</p> <p>Ask and answer questions about effects of volcanoes.</p> <p>Study how human geography has changed over time eg: global warming.</p>	<p>Rivers and water cycle including transpiration</p> <p>Use the language of rivers eg: erosion, deposition, transportation</p> <p>Explain and present the process of rivers</p> <p>Compare how rivers change over time and research the impact on trade in history</p> <p>Research and discuss how water affects the environment, settlement, environmental change and sustainability</p> <p>Fair/unfair distribution of resources : Links to rainforest</p> <p>Identify trade links around the world based on a few chosen items eg: coffee, chocolate, bananas</p> <p>Discover where food comes from</p> <p>Discuss and debate fair trade.</p>	<p>Study of modern land and settlements pre and post war compared to modern day; compare and reflect. Draw conclusions and develop informed reasons for the changes.</p>

Year	N	R	1	2	3	4	5	6
Skills and enquiry			<p>Use simple fieldwork and observational skills to study the geography of their school, its ground and the local area and the key human and physical features of its surrounding environment eg: note taking, videoing, data collection, sketches, observations</p> <p>Key skills of fieldwork:</p> <p>Observation and recording</p> <p>Focus on animals in the school.</p>	<p>UK - Describe directions on a map. Directional language and compass directions.</p> <p>Focus on the key human and physical features of two contrasting places.</p> <p>Key Skills of fieldwork:</p> <p>Observation, recording and interpreting.</p>	<p>Understand the 8 compass points and use them to explain/identify points on a map.</p> <p>Map/Plan an area of the school or local area and the main features that you would see. Use a key.</p>	<p>Design questions and conduct studies in local area.</p> <p>Identify features on a local map using 4 figure grid references.</p> <p>Undertake surveys .</p> <p>Conduct investigations.</p> <p>Classify buildings.</p> <p>Recognise symbols to make own maps of local area.</p> <p>Present data from findings.</p> <p>Draw conclusions.</p>	<p>Make field notes/observational notes about land/river features.</p> <p>Visit a river, locate and explain the features.</p> <p>Study pictures of rivers past and present and to compare and contrast. (Viking/Tudor)</p> <p>Record measurements of river width/depth.</p>	<p>In Rhos: 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.</p> <p>Ask geographical questions eg: How is traffic controlled? What are the main problems?</p> <p>Form and develop opinions.</p> <p>Make suggestions for a local area and reflect on own beliefs.</p> <p>Report on the effects on others and themselves.</p> <p><u>Be aware of own responsibility in the world .</u></p>

Geography			
Three and Four-Year-Olds	Mathematics		<p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>
	Understanding the World		<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
Reception	Understanding the World		<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>
ELG	Understanding the World	People, Culture and Communities	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>
		The Natural World	<p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>



BREAKDOWN OF EYFS BASED ON DEVELOPMENT MATTERS