



## The Craylands School EYFS Progress grid: Geography

### Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	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.	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.
EYFS	Visit the meadow and walk around the school.  Take pictures of the meadow area and the school environment.	Know the name of the country we live in. Know the names of countries of origin for peers. Know the names of some other countries in the world.	Compare our environment with that of others in stories.	Weather is discussed daily. Record the weather. Take the children outside to see the weather.

		<p>Draw plans and use of Beebots. Use texts to discuss what it is like in other countries. Use an aerial map of the school grounds.</p>		
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## The Craylands School KS1 Progress grid: Geography

### Aims

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

### Skills

- 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

### Knowledge

#### **Locational knowledge**

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

#### **Place knowledge**

- 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"> <li>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</li> </ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>			
	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>Year 1</p>	<p>Label the countries of the UK on a map</p> <p>Use a UK map to find seaside locations</p>	<p>What is near our school? What is near your house? Describe locations on images/real life.</p>	<p>What can you see in this picture of the local area?</p> <p>Draw a simple map of the school</p> <p>Use images of the seaside</p>	<p>Visit the local area and record what can be seen there</p>
<p>Year 2</p>	<p>Locate continents on a map</p> <p>Locate the oceans on a world map</p>	<p>Use compass points to describe where continents and oceans are in the world.</p>	<p>Which of these images are from the UK/other part of the world?</p>	<p>Collect data about weather in UK</p>

	<p><b>Locational knowledge</b> name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	<p><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</p>	<p><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</p>	<p><b>Human and physical geography</b> 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>
Year 1	<p>Name the country that we live in</p> <p>Name the other countries in the UK</p> <p>Name the continents</p>		<p>Where do people go on holiday?</p> <p>Where are the hot and cold parts of the world?</p>	<p>Label the local area with features e.g. school, shop, leisure centre</p> <p>What can we see in other countries?</p> <p>What can we see at the seaside?</p>
Year 2	<p>Which continents can you name - can you find them on a map</p> <p>Name the oceans of the world</p>	<p>Which of these images are from the UK/other part of the world?</p> <p>Comparison between UK and non-European country.</p>	<p>Animals in different parts of the world</p> <p>Weather in different parts of the world</p>	<p>Describe features of UK and non-European country.</p>



## The Craylands School KS2 Progress grid: Geography

<b>Aims</b> <ul style="list-style-type: none"><li>• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li><li>• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li><li>• are competent in the geographical skills needed to:<ul style="list-style-type: none"><li>○ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li><li>○ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li><li>○ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li></ul></li></ul>	
<b>Skills</b> <ul style="list-style-type: none"><li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• use the 8 points of a compass, 4- and 6-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</li><li>• 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</li></ul>	<b>Knowledge</b> <p>Locational knowledge</p> <ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• 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)</li></ul> <p>Place knowledge</p>

	<ul style="list-style-type: none"> <li>• 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 in North or South America</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of:</li> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• 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</li> </ul>		
	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>• use the 8 points of a compass, 4- and 6-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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
Year 3	<p><b>Locate rivers in the UK</b></p> <p><b>Locate mountains in the UK on a map</b></p>	<p><b>Describe where rivers are in UK using 4 compass points</b></p>	
Year 4	<p><b>Use map to locate countries in North America; use longitude and latitude on a map</b></p>		
Year 5	<p><b>Locate European countries and Russia on a map</b></p>	<p><b>Use grid references on a map to locate landmarks</b></p> <p><b>8 point compass points to describe location of coastal towns in the UK</b></p>	<p><b>Practise use of 8 point compass directions to locate places</b></p>

<b>Year 6</b>	<b>Use an atlas to locate rainforests</b>  <b>Google mapping with local area</b>	<b>Use of OS maps when looking at Swanscombe</b>		<b>Local area fieldwork – create maps/plans in relation to aspect of local area</b>		
	<b>Locational knowledge</b>			Place knowledge 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 in North or South America	Human and physical geography	
	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)		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
<b>Year 3</b>	<b>Locate mountains across the world on maps</b>	<b>Locate rivers in the UK</b>  <b>Locate mountains in the UK</b>		<b>Comparison on mountains in UK with elsewhere</b>	<b>Rivers and the water cycle</b>  <b>Mountain formation</b>	<b>Settlements by rivers</b>  <b>How people live on mountains</b>
<b>Year 4</b>	<b>Locate North America on a map; label states of USA</b>		<b>Identify longitude and latitude on a map; identifying states of USA</b>  <b>Recognise where volcanoes are in relation to equator/tropics</b>	<b>Describe physical and human features of North America</b> <b>Compare North America with UK</b>  <b>Describe how volcanoes are formed</b>  <b>Describe how an earthquake occurs</b>		<b>Resources we get from North America</b>

<b>Year 5</b>	<b>Locate European countries and Russia/ capital cities</b>	<b>Locate landmarks in the UK</b>  <b>Where are the coasts in the UK</b>	<b>Compare times in countries in Europe based on Greenwich mean time</b>	<b>Compare UK with a European country</b>  <b>Recognise impact of erosion on coastal features</b>	<b>Trade with Europe and the UK</b>  <b>Tourism related to coastal towns</b>
<b>Year 6</b>	<b>Locate South American countries</b>	<b>Counties in the UK</b>	<b>Location of rainforests in relation to equator and tropics</b>	<b>Climate within the rainforest</b>	<b>Impact of deforestation</b>