



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 <ul style="list-style-type: none">• 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:<ul style="list-style-type: none">○ 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 <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	Knowledge Locational knowledge <ul style="list-style-type: none">• 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 <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

<ul style="list-style-type: none"> 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>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 use basic geographical vocabulary to refer to: <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 			
	<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>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</p>	<p>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</p>	<p>Human and physical geography 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>Human and physical geography 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

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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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

Knowledge

Locational knowledge

- 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)



Place knowledge



	<ul style="list-style-type: none"> • 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> • 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 		
	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 3	<p>Locate rivers in the UK</p> <p>Locate mountains in the UK on a map</p>	<p>Describe where rivers are in UK using 4 compass points</p>	
Year 4	<p>Use map to locate countries in North America; use longitude and latitude on a map</p>		
Year 5	<p>Locate European countries and Russia on a map</p>	<p>Use grid references on a map to locate landmarks</p> <p>8 point compass points to describe location of coastal towns in the UK</p>	<p>Practise use of 8 point compass directions to locate places</p>



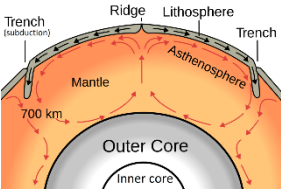
Year 6	Use an atlas to locate rainforests Google mapping with local area	Use of OS maps when looking at Swanscombe		Local area fieldwork – create maps/plans in relation to aspect of local area		
	Locational knowledge			Place knowledge understand geographical similarities and differences through the study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



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

Geographical Key Concept Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Locational knowledge 'SPACE'</p> 	<p>Know the name of the country we live in.</p> <p>Know the names of countries of origin for peers.</p> <p>Know the names of some other countries in the world.</p>	<p>Name the country that we live in</p> <p>Name the other countries in the UK and capital cities.</p> <p>Name the continents</p> <p>Recognise hot and cold countries</p>	<p>Locate the continents</p> <p>Locate countries across the world</p> <p>Name and locate the oceans of the world</p> <p>Locate equator and northern and southern hemispheres</p>	<p>Locate mountains in the UK and world</p> <p>Locate rivers in the UK</p>	<p>Locate the continent of North America and the countries within it.</p> <p>To locate the tropics and the equator.</p> <p>To locate the 'ring of fire'.</p> <p>To use longitude and latitude to identify position of North American countries.</p>	<p>Locate continent of Europe and countries within it.</p> <p>Locate coastal towns in the UK.</p> <p>To use time zones recognising where meridian line is.</p> <p>Use grid references on a map.</p>	<p>Locate continent of South America on a map and countries within it.</p> <p>UK counties in relation to Swanscombe in Kent.</p>
<p>Physical features and human features 'PLACE'</p> 	<p>Describe the meadow area in the school.</p> <p>Compare our environment with that of others in stories.</p>	<p>Describe features found in local area.</p> <p>Features of a coast e.g. pier, cliff, beach</p> <p>Animals found in hot and cold countries</p> <p>Clothing worn in hot and cold countries</p>	<p>Describe features of part of the UK e.g. Scotland using words such as loch, glenn</p> <p>Compare a part of the UK with a non-European country e.g. Caribbean</p> <p>Impact of humans on the</p>	<p>Comparison of mountains in UK with elsewhere in the world.</p> <p>Features/courses of a river and the water cycle</p> <p>Recognising why settlements are started by rivers.</p>	<p>Describe physical and human features of North America</p> <p>Compare USA with UK</p> <p>Describe how volcanoes are formed</p> <p>Describe how an earthquake occurs</p>	<p>Look at trade UK has with European countries.</p> <p>Impact of tourism with landmarks in European countries.</p> <p>Focus on a European country e.g. physical and human features</p>	<p>Features of the rainforest.</p> <p>Impact of deforestation on the rainforests.</p> <p>Resources gained from the rainforest.</p>

			oceans of the world			in comparison with the UK. Coastal features and impact of erosions. Impact of tourism on coastal regions.	
<p>Locality study 'SCALE'</p> 	Look at the meadow area.	<p>Local study of Swanscombe and the features within it.</p> <p>Compare hot and cold countries.</p>	<p>UK location study e.g. Scotland</p> <p>Non-European comparison e.g. Caribbean</p> <p>Look at temperature data for different places in the world.</p>	<p>Comparisons of different mountains in the world.</p>	<p>Comparison of the USA with the UK.</p> <p>Focus on natural disasters in North America.</p>	<p>Compare Europe with the UK.</p> <p>Comparison of coastal regions in the UK with those elsewhere in the world looking at data e.g. temperatures</p>	<p>Study of the Amazon Rainforest.</p> <p>Compare a South American country e.g. Brazil with life in the UK.</p> <p>Study of Swanscombe.</p>
<p>Map work</p> 	<p>Draw plans for Beebots</p> <p>Draw maps linked to stories e.g. Bear Hunt, Treasure maps</p>	<p>Making a simple map of the local area.</p> <p>Identify countries of the UK on a map.</p> <p>Find where they live on a map.</p> <p>To use directional language on a map</p> <p>Identify continents on a map.</p>	<p>Identify continents on a map.</p> <p>Identify oceans of the world on a map.</p> <p>Use compass points to describe where a country is in the world</p>	<p>Identify rivers/mountains on a map.</p> <p>Contours on maps to identify high level land e.g. hills and mountains.</p>	<p>Map work to locate North America and countries within it.</p> <p>Use of longitude and latitude on a map to identify places around the world.</p>	<p>Using grid references on a map – 4 digit/6 digit grid references.</p> <p>Use a map to locate time zones for countries in the world.</p> <p>Use of 8 point compass to</p>	<p>Use of OAA map to look at Swanscombe and the local area.</p> <p>Understanding map symbols.</p>

						describe position of coastal towns in UK.	
<p>Fieldwork</p> 	Walk of the meadow to describe.	Walk of Swanscombe identifying features.	Measuring weather in the locality to compare with elsewhere in the world.			Comparison of data for coasts in the UK and elsewhere in the world.	Study of Swanscombe; choose a study e.g. pollution, car useage
Recurring themes							
<p>Tourism</p> 		<p>Understanding where people go on holiday.</p> <p>Know what people can do when they visit the seaside.</p>	Impact of visitors to coasts on the oceans and plastic pollution.			<p>Identify landmarks across Europe.</p> <p>Explain the impact positives and negatives that tourism has on European cities.</p> <p>Explain the impact of tourism on a coastal town.</p>	Considering the impact that a possible theme park could have on the local area.
<p>Tectonic activity</p> 			Understand what a continent is.	Understand the structure of the Earth.	Recognise the structure of the Earth and the role of tectonic plates in how volcanoes are formed.		
				Recognise role of tectonic plates in how mountains are formed.			

				Know and explain different mountain types.	Recognise the role of tectonic plates in how Earthquakes happen. Recognise the region known as the ring of Fire; explaining the natural occurrences here and why.		
Climate 	Weather is discussed daily. Record the weather. Take the children outside to see the weather.	Weather in local area studied. Hot and cold countries identified. Weather in different parts of the world e.g. desert, rainforest	Weather in the UK compared with weather in non-European country. Animals adapted for different climates.	Climate in mountainous regions.	Natural disasters in the USA linked with weather. Weather across the USA.	Temperature, rainfall, sea temperature in coastal regions of UK and non-European coast.	Compare weather of Swanscombe with other region of the world.
Sustainability 			Plastic pollution in the oceans			Impact of tourism on coastal towns Impact of global warming on sea levels	Impact of deforestation in the rainforests