



EYFS Geography linked Early Learning Goals

- 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. - 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.

Locational and Place Knowledge

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify land use around the school.</p> <p>Use world maps, atlases and globes to identify the continents of the world.</p> <p>Children have access to maps, globes and atlases in continuous provision.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Explore similarities and differences in the human and physical geography between Nottingham and an urban area of Zimbabwe.</p> <p>Use world maps, atlases and globes to identify the continents of the world</p> <p>Name and locate the world's oceans.</p>	<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate countries of Europe when studying volcanoes and Ancient Greeks</p> <p>To understand date and time zones around the world.</p>	<p>Identify the continents of North and South America, using maps, globes and Google Earth.</p> <p>Whilst studying history, Why did the Anglo Saxons and the Vikings choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today?</p> <p>Describe geographical similarities and differences between countries.</p>	<p>During the 'Welcome to the Jungle' topic, study the Amazon rainforest.</p> <p>Name and locate the countries of South America and identify their main physical and human characteristics and understand how some of these aspects have changed over time.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Understand the reasons for geographical similarities and differences by comparing</p>	<p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Describe geographical diversity across the world</p> <p>During the 'Fight for your Rights' topic, study the major countries involved in the World Wars (UK, Germany, Poland, Italy, Japan, USA etc).</p> <p>Use knowledge of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle to understand climate zones.</p>

				non-tropical forests with tropical forests.	
Human and Physical Geography					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles through the study of endangered animals and their homes.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Identify the human and physical features of the school environment.</p>	<p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use basic geographical vocabulary to refer to: - key human features, including: city, town, village, house, office and shop.</p>	<p>Study the natural disasters of earthquakes and volcanoes including key aspects of physical geography</p> <p>Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</p> <p>Describe key aspects of Settlements and land use</p> <p>Describe how the locality of the school has changed over time</p>	<p>Describe key aspects of physical geography including rivers and the water cycle.</p> <p>Through the 'Around the World in 49 Days' topic, explore key differences in the physical geography of places around the world.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes</p> <p>Describe and understand the effects of deforestation linked to human geography.</p> <p>Use history learning of the Victorians to understand; land use and economic activity including trade links</p>	<p>Understand the terms 'climate zones', 'biomes' and 'vegetation belts' and identify some differing ones. Linking these to global warming and its implications</p> <p>Exploring and explaining how climate change can impact the physical geography of the Earth.</p>
Geographical Skills and Fieldwork					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use aerial images and plan perspectives to recognise landmarks and	Use simple compass directions (North, South, East and West) and	Use maps, atlases, globes and digital/computer mapping to locate	Use the eight points of a compass, four figure grid references, symbols and	(History link) Use fieldwork to explore the Nottingham tram system	Analyse and give views on the effectiveness of different geographical

<p>basic physical features around school and the local area.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Begin to link learning to areas on the globe through use of class scratch map.</p>	<p>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>Begin to link learning to areas on the globe through use of class scratch map.</p>	<p>countries and describe features.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Develop an understanding of the world through use of class scratch map.</p>	<p>key to communicate knowledge of the UK and the wider world.</p> <p>Use fieldwork to observe and record 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>Visit a river in the Peak District and observe and record the physical features of the area using specific river and landscape vocabulary.</p> <p>Continue to use class scratch map to link learning across the curriculum to its geographical context.</p>	<p>gaining an understanding of change in use over time.</p> <p>Continue to use class scratch map to link learning across the curriculum to its geographical context.</p>	<p>representations of a location (such as aerial images compared with maps and topological maps)</p> <p>Explore class scratch map to ensure no major areas of the world have been left out of study.</p>
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