



EYFS Geography linked Early Learning Goals					
Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> 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. 			
	The Natural World	<ul style="list-style-type: none"> 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. 			
Locational and Place Knowledge					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Context: to learn about the four countries of the United Kingdom.</p> <p>LK: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Context: Explore similarities and differences in the human and physical geography between Nottingham and a contrasting area</p> <p>PK: 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>LK: name and locate the world's seven continents and five oceans</p>	<p>Context: Volcanoes in Europe</p> <p>LK: Locate the world's countries, using maps to focus on Europe, concentrating on their key physical and human characteristics, countries and major cities.</p> <p>PK: Understand geographical similarities and differences through the study of human and physical geography of a European country.</p> <p>Context: China</p> <p>LK: Identify the position and significance of latitude, longitude and the equator.</p>	<p>Context: Create travel documentary to describe the areas studied and compare them.</p> <p>LK: locate the world's countries, using maps to focus on Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>PK: 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</p> <p>Context: To answer the question: Where did the Vikings settle?</p> <p>LK: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and</p>	<p>Context: Amazon Rainforest and biomes in a box</p> <p>LK: locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>LK: identify the position and significance of Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Context: Immigration</p> <p>LK: locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>LK: Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p>

			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 LK: Identify the position and significance of the Northern Hemisphere.		
Human and Physical Geography					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Context: Looking at the local area through different media and trip around the local area. HPG: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Context: Half termly walk around school to look at seasonal changes and weather. HPG: identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Context: Trip to the seaside to explore physical features in different areas of the UK. Compare seaside town to Stapleford town. HPG: use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, river, season and weather</p>	<p>Context: Explore similarities and differences in the human and physical geography between Nottingham and an area of Uganda. HPG: identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Context: Orienteering around Nottingham HPG: use basic geographical vocabulary to refer to: key physical features, including: ocean, soil, valley, vegetation (revisit: beach, cliff, coast, forest, hill, mountain, sea, river, season and weather)</p>	<p>Context: Volcanoes in Europe HPG: describe and understand key aspects of: physical geography, including mountains, volcanoes and earthquakes.</p> <p>Context: China HPG: 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>	<p>Context: Dovedale field trip HPG: describe and understand key aspects of: physical geography, including: rivers and the water cycle</p>	<p>Context: Amazon Rainforest HPG: physical geography, including: climate zones, biomes and vegetation belts.</p>	<p>Context: World Biomes – Climate Change HPG: describe and understand key aspects of: physical geography, including: climate zones and biomes.</p>
Geographical Skills and Fieldwork					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Context: Looking at the local area through different media and trip around the local area GSF: 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>.</p> <p>Context: Looking at the local area through different media and trip around the local area. GSF: 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>Context: Orienteering around Nottingham GSF: 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>Context: Explore similarities and differences in the human and physical geography between Nottingham and an area of Uganda. GSF: 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>Context: Volcanoes in Europe GS&F: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Context: Create travel documentary to describe the areas studied and compare them. GS&F: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Context: Dovedale field trip GSF: 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. GS&F: 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>Context: Exploring using Google Earth GSF: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Context: Immigration GS&F: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>GS&F: 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 wider world.</p>
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