



**Haresfield CE Primary School**  
**Progression of Knowledge and Skills in Geography**  
**Year A EYFS**

Year	Knowledge				Skills	
EYFS  Year A  Term 2	Focus: What is it like where we live? Compare to contrasting location (Meerkat Mail) <span style="background-color: #00b050; color: white; padding: 2px;">Enrichment :</span>				<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map</li> <li>• Describe what they see, hear and feel when outside</li> <li>• Recognise some human features in their locality</li> <li>• Recognise some physical features in their locality</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Recognise some environments that are different from the one in which they live</li> <li>• Recognise some similarities and differences between life in the countryside and life in the town</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Recognise basic human features on an aerial photograph</li> <li>• Recognise basic physical features on an aerial photograph</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them</li> <li>• Use an atlas to locate the UK</li> <li>• Draw information from a simple map</li> <li>• Asking and answering simple questions about our locality</li> </ul>	
	National Curriculum – Locational Knowledge , Human and physical Geography <b>National Curriculum</b>					
	• Use basic geographical vocabulary to refer to: Key physical features including, hill, valley, <span style="background-color: yellow;">fields</span> , streets, woods, river, streams, Key human features , including city, roads, railways, <span style="background-color: yellow;">town, village</span> , shops, factories, houses, farm, church					
	Contributing towards: Changes over time: What can you find at the bottom of your garden					
		<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>		<u>Resources</u>
		Where in the world are we – locate the school on an ariel photograph	<span style="background-color: #00b050; color: white;">Our school is in the country of England in the village of Haresfield.</span>	<span style="background-color: yellow;">Arieal view</span> – a view from above <span style="background-color: yellow;">Birds eye view</span> –a view from a high angle – as if seen from a bird in flight		Photo of Haresfield school, google map showing the school , Haresfield and Gloucestershire (satellite view)
		Make a map of Haresfield – discuss land use, where people live	<span style="background-color: yellow;">Know that Haresfield is in Gloucestershire</span>			
		Look at other physical features of our local area (Gloucestershire) – hills and valleys, streams and rivers,	<span style="background-color: #00b050; color: white;">Know that we live near hills and valleys and that there are rivers and streams in our environment</span>			Use maps and digital resources
	Look at other human features of our local area (Glos)– roads and railways, shops, housing-	<span style="background-color: #00b050; color: white;">Know that people have built houses, roads, railways and shops in our locality</span>		use maps and digital resources		
	Use a world map to look at hot and cold areas, what is the weather like where we live?	<span style="background-color: #00b050; color: white;">Know that there are hot and cold places in the world and where they are on a globe</span>				
	Contrasting location – Kalahari desert. Compare and contrast photographs of our environment with desert environment.	<span style="background-color: yellow;">Be able to say 3 differences between the Kalahari desert and Haresfield.</span>				
	Assessment:	Assessing sticky knowledge Children to create double page spread with key vocab and key knowledge				

Year	Knowledge				Skills
EYFS  Term 4  Year A	Focus: Who were the kings and queens of England? Where did they rule? (Short unit) <span style="float: right; color: cyan;">Enrichment :</span>				<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Locating on a map which continent they live in</li> <li>• Locating the four countries of the UK on a map</li> <li>• Showing on a map which country they live in and locating its capital city.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Recognise and locate some human and physical features on a map</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Draw information from a map</li> <li>• Use locational language and compass points to describe features on a map</li> </ul>
	National Curriculum ✓ Locational Knowledge				
	Contributing towards: How can we care for our world?				
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>	
	Elicitation : What is the name of our King? Where is he king of?				
	To find and name familiar places on a map – what the UK looks like on a map	The UK is an island – the sea goes all the way around us. The UK is in Europe	Europe – one of the continents of the world	Map of the UK – notice that there are cities, rivers, mountains etc. discuss an island	
Use the map to look at the four countries that make up the UK (North / South / East / West)	Know that we live in England and that the capital city of England is London. Know that the United Kingdom is made up of England, Scotland, Wales and Northern Ireland	England, Scotland, Wales, Northern Ireland, capital city.	Map of the UK _ locate Where we live – where London is.		
Identify the 4 flags and four capital cities of the uk.	Know that the UK is sometimes called the British Isles and sometimes called Great Britain. The GB flag is called the union Jack	United Kingdom, Great Britain, British Isles			
Assessment:	Assessing sticky knowledge Children can talk about what they have learnt – point to England on a Map, identify the Union Jack Flag				

Year	Knowledge				Skills
EYFS Term 5 Year A	Focus: What can you find at the bottom of your garden? Link to Science micro habitats <span style="background-color: #00b050; color: white; padding: 2px;">Enrichment : Woodland Classroom</span>				<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map</li> <li>Devise simple picture maps (linked to story)</li> <li>Recognise some environments that are different from the one in which they live</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Recognise some environments that are different from the one in which they live</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map</li> <li>Ask questions about the world around them</li> </ul>
	National Curriculum: <ul style="list-style-type: none"> <li>Locational Knowledge – Recognise some environments that are different from the one in which they live</li> </ul>				
	Contributing towards: How can we care for our world?				
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>	
	What is it like where we live? – physical and human features			fieldwork go for a walk to the woodland classroom take photos	
	Look at other physical features of our local area (Gloucestershire) – hills and valleys, streams and rivers, Use maps and digital resources (place knowledge)	Know that we live near hills and valleys and that there are rivers and streams in our environment			
	Identify what we like about the woodland classroom and what we dislike	Be able to talk about likes and dislikes in our woodland environment		Describe the location of features and routes on a map. Devise simple picture maps.	
	How can we look after the woodland classroom – environmental awareness				
Use a world map to look at hot and cold areas, what is the weather like where we live? Link to Science seasons and weather	Know that there are hot and cold places in the world and where they are on a globe and how to look after it.				
Assessment:	Assessing sticky knowledge Children can talk about what they have done				

Year	Knowledge				Skills	
EYFS Term 6 Year A	Focus: <u>How can we care for our world?</u>		Enrichment : visit the Seaside – Weston??		<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the World’s seven continents on a map</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Recognise some environments that are different from the one in which they live</li> <li>Describe what physical features may occur in a hot place in comparison to a cold place</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Locate some hot and cold areas of the world on a world map or globe.</li> <li>Locate the Equator and North and South Poles on a world map</li> <li>Locate some countries with hot or cold climates on a world map</li> <li>Locate hot and cold areas of the world in relation to the equator and the north and south poles.</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use a world map, globe and atlas to locate the world’s seven continents</li> <li>Use locational language and the compass points (NSEW) to describe the locations of features on a map.</li> <li>Recognise human and physical features on a map</li> <li>Ask and answer simple questions about human and physical features shown on a map.</li> </ul>	
	<p><u>National Curriculum:</u> Locational Knowledge / Human and Physical Geography</p> <p><u>Contributing towards:</u> What is it like in a Rainforest? KS1</p>					
	Objective	Sticky Knowledge	Key Vocabulary	Resources		
	Recap on the UK as an Island – look on a map at the coastline (place knowledge)	Know that we live on an island surrounded by coastline.	Globe – a spherical object representing the Earth. Continent – a large land mass	Look at images of the Earth from Space. Look at a globe –		
	Look at and name physical features of the coast (beach, cliff, sea, ocean, rockpools) use photographs. (link to Science Habitats) Where are the Oceans?	Identify and name features of a coast	Ocean – a very large body of water – they are larger and deeper than seas			
	Identify other countries that have a coast (refer to holidays) look on world map to locate these places and the seas / oceans around them.	Locate and name the five Oceans of the world : Pacific, Atlantic, Indian, Arctic, Southern  The Pacific Ocean is the largest Ocean on Earth.		<a href="#">What are the five oceans of the world? - BBC Bitesize</a>		
	Discuss how people travel to different parts of the world Identify other countries that have a coast (refer to holidays) look on world map to locate these places and the seas / oceans around them.					
How can we look after the seas and oceans – environmental awareness – what can we do about it?	Be able to talk about people’s impact on the environment and suggest ways we can help					
Assessment:	Assessing sticky knowledge Name and locate continents, ocean, cols and hot places	Vocab Assessment Word and definition bingo				