



Place and Locational Knowledge		
EYFS Area of Learning	National Curriculum Content	
<p>Understanding the world</p> <p>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>	<p>Locational knowledge</p> <p>a) Name and locate the world's seven continents and five oceans. b) Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Place knowledge</p> <p>a) Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p>	
EYFS	Year One	Year Two
<p>Locational knowledge</p> <ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like and dislike. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'church', to help children make distinctions in their observations. <p>Place knowledge</p> <ul style="list-style-type: none"> • Observe and identify and talk about features in the place they live and the natural world. • With support find out about the environment by talking to people, examining photographs and simple maps and visiting local places e.g church library 	<p>Locational knowledge</p> <p>a) Name countries and capital cities of the UK, the 7 continents and 5 oceans. b) Identify characteristics of the 4 countries of the UK.</p> <p>Place knowledge</p> <p>a) Identify and describe similarities and differences of their local physical and human environment using simple geographical language.</p>	<p>Locational knowledge</p> <p>a) Name and locate countries of the UK, their capital cities, the 7 continents and 5 oceans using simple maps / atlases / globes. b) Compare and contrast some characteristics of the 4 countries of the UK and describe how these places are similar and/or different.</p> <p>Place knowledge</p> <p>a) Identify and describe similarities and differences of the physical and human environment of an area within the UK and an area of a non-European country using simple geographical language. With support identify why some countries are similar or different due to their location within the world (e.g. proximity to lines of latitude).</p>



Human and Physical Geography

EYFS Area of Learning	National Curriculum Content	
<p>Understanding the world Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 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</p>	<p>a) Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator, and the North and South Poles. 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. c) Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	
EYFS	Year One	Year Two
<ul style="list-style-type: none"> • With support notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns - focusing on plants and animals. • Explore their local environment and talk about the changes they see. • Talk about the similarities and differences between them and their friends (appearance, religions and cultures) and well as looking at photos of children and places around the world and experiencing differences through texts read. 	<p>a) Identify daily and seasonal weather patterns in the UK. Understand that the weather in different parts of the world may be different to that experienced in the UK. Describe these similarities and differences using simple geographical language. b) Recognise natural environments in their locality and begin to use appropriate geographical language to identify features observed. c) Recognise features of the human environment in their locality and begin to use appropriate geographical language to identify features observed.</p>	<p>a) Describe the daily and seasonal weather patterns from first hand observational experience in the UK. Describe the differences in weather in different parts of the world and use locational and place knowledge to demonstrate understanding (reference to hot and cold places near the Equator and Poles). b) Recognise different natural environments in their locality and further afield and use appropriate geographical language to describe similarities and differences between natural environments (e.g. wood, river, mountain etc). c) Recognise different human environments in their locality and further afield and use appropriate geographical language to describe similarities and differences between these human environments (e.g. village, town, city, harbour in a seaside resort etc).</p>



Geographical Enquiry & Skills		
Area of Learning	National Curriculum Content	
<p>Understanding the world - 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 simple maps</p>	<p>a) Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. b) Use simple compass directions (North, South, East, West) and locational and directional language (e.g. near, far, left, right), to describe the location of features and routes on a map. c) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use basic symbols in a key. d) 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>	
EYFS	Year One	Year Two
<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. 	<p>a) Use simple maps & globes to help recognise countries within the UK, continents and identified oceans. b) Follow instructions responding to directional language (left, right, up, down, forwards, backwards, near, far). Introduce simple compass directions (N, E, S, W) once children are confident with basic directional language. c) Identify images which have been taken from above (aerial photo). Recognise simple physical and human features using aerial photographs. Draw around simple objects to make a plan. Use simple picture maps to follow a route around the school environment. d) Respond to simple questions to investigate their surroundings. Make simple observations about</p>	<p>a) Locate with accuracy, countries of the UK, continents and identified oceans on simple maps and globes. Children will be able to name these countries, continents and oceans when responding to questions. Begin to locate capital cities within these countries using simple maps. b) Use simple compass directions (N, E, S, W) to provide locational and direction information for children to respond to and follow. With support, begin to describe the location(s) of simple features within their immediate environment using directional language. Follow simple maps to identify and locate features using simple directional language to talk about everyday life. c) Recognise simple physical and human features using aerial photographs beyond the immediate locality. Draw a simple plan using aerial photographs. Look down on simple objects to make a plan. Follow a simple map around school to identify features of the built environment. Create a simple key which could be added to the map for others to follow. d) Ask and respond to simple questions to investigate their local surroundings, using simple geographical questions. Make simple observations about why two contrasting locations are</p>



Bramley Sunnyside Infant School Progression in Geography

	where features and landmarks are within their immediate environment i.e school grounds and surrounding environment.	similar and/or different, including observations about features and landmarks within their local environment.
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