

Year group	EYFS	Clumber	Rufford	Newstead
Studies	Harvest festival. Diwali. Seasons Weather Patterns Chinese New Year. Our school and our local area. Musician of the month Natural features of a woodland Mapping skills Looking after our planet. Natural and human features of the coast.	Comparison study of a small area of UK and a small area of a contrasting non-European country – Retford and Kenya The countries of the United Kingdom, their capital cities and surrounding seas. London The geography where I live in Retford. A small area within the United Kingdom – Sherwood Forest Nottinghamshire. Weather patterns and hot and cold areas of the world Understand and use basic geographical vocabulary to describe human and physical features found at the coast. Know and name the continents and oceans of the world	The United Kingdom. Counties, cities, geographical regions and topographical features. Describe and understand the key aspects of mountains, volcanoes and earthquakes. The geography of Europe including the location of Russia, with a focus on Italy. Understand and describe forms of extreme weather experienced throughout the world and its affect. Links to climate change. Mapping skills To geography of South America with a focus on the Brazilian Rainforest.	The geography of North America with a focus on New York. Local geography study looking at Retford and where it sits within Nottinghamshire. Development of fieldwork skills. Rivers including a local river study of the River Idle, flooding, erosion and pollution. To explore and understand global trade throughout the world Mapping skills The geography of the different climate zones and biomes.

Progression of Knowledge.

Locational knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	People, Culture, and communities ELG; Describe their immediate	Name the world's seven continents and five oceans.	Name and locate the world's seven continents and five oceans.	Name and locate Nottinghamshire and the city of Nottingham and know some of its	Name and locate the counties surrounding Nottinghamshire and their cities and	Locate the world's countries, using maps to focus on North America,	Locate the world's countries, using maps to focus on Europe, North America and South

	environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.	Identify own continent in relation to where I live. Know the name of the four countries and their capital cities, which make up the United Kingdom.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	identifying human and physical characteristics. Locate the equator and identify northern and southern hemisphere. Locate Europe on a map of the world and identify some of its major cities and their key human and physical features.	identify some of their human and physical characteristics. Locate some of the world's countries, using maps to focus on Europe including the location of Russia, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	concentrating on environmental regions, key physical and human characteristics, countries, and major cities. 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).	America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. 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	Know that there are different countries in the world and talk about the differences they have experienced or seen in stories and photos. I can ask questions about aspects of my familiar world such as the place where I	Identify geographical similarities and differences between Retford and Kenya Identify geographical similarities and differences between natural environments of hot and cold areas of the world.	Describe and compare geographical similarities and differences through studying the human and physical geography of Retford and of Kenya. Describe and compare geographical	Identify geographical similarities and differences through the study of human and physical geography of Retford and Brazil or Italy	Compare, identify and understand geographical similarities and differences through the study of human and physical geography of Retford and Brazil. Compare, identify and understand geographical similarities and	Compare and identify geographical similarities and differences through the study of human and physical geography of Retford and North America with a focus on New York Identify some geographical	Compare, identify and understand geographical similarities and differences through the study of human and physical geography of Retford and North America with a focus on New York. Compare and identify the main

	live or the natural world. Recognise some similarities and differences between life in this country and life in other countries.		similarities and differences between hot and cold areas of the world.		differences through the study of human and physical geography of Retford, Italy and Brazil.	similarities and differences between Retford, Brazil, Italy and New York.	geographical similarities and differences between Retford, Brazil, Italy and New York.
Human and Physical geography	I can play with small-world models such as a farm, a garage, or a train track. I can show care and concern for living things and the environment. Recognise some environments that are different to the one in which they live. Know some features of a woodland area. Know some features of a coastal region. Name some of the human features found within Retford.	Identify, locate, and describe features of hot and cold areas of the world. Suggest reasons why the weather isn't the same everywhere. Identify seasonal and daily weather patterns in the United Kingdom. To know what is meant by human and physical features. Identify some human and physical features of Retford and Kenya	Locate and identify hot and cold areas of the world in relation to the equator, North Pole and South Pole. Understand and explain why some areas of the world are hot or cold. Identify and explain the seasonal and daily weather patterns in the united Kingdom. Compare and contrast the basic physical and human geography, including the weather, of Retford with Kenya. Use geographical vocab to compare and identify human and physical features of Retford, Kenya, forests and a coastal region.	Identify some key aspects of physical geography, including mountains, volcanoes and earthquakes. Identify some physical geography of Italy – mountains, cities, rivers. Use geographical vocabulary to talk about extreme weather conditions. Use geographical vocabulary to identify some features of Brazil and rainforests.	Describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes. Compare and describe key physical geography of Italy – mountains, cities, rivers. Use geographical vocabulary to describe and understand extreme weather conditions. Use geographical vocabulary to describe and understand key features of Brazil and rainforests.	Talk about some key aspects of both human and physical geography, through the study of North America. Talk about some aspects of 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 Talk about some aspects of physical geography, including rivers, and the water cycle. human geography, including types of settlement and land use, economic activity including the distribution of natural resources including energy, food, minerals, and water.	Describe and understand key aspects of both human and physical geography, through the study of the North America Describe and understand key aspects of 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 Describe and understand key aspects of physical geography, including rivers, and the water cycle. human geography, including types of settlement and land use, economic activity including the distribution of natural resources

							including energy, food, minerals, and water.
Geographical Skills and Fieldwork	Draw information from a simple map. Use simple positional language to describe where something is. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Devise a simple map of the school grounds. Use basic symbols in a key. Use simple compass directions (North, South, East and West) and some basic locational and directional language to describe the location of features and routes on a map. Use world maps, atlases, and globes to identify the United Kingdom and the seven continents and five oceans. Look at aerial photographs of the local area to recognise some landmarks and features. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical	Devise a map and include a key using symbols. 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 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use fieldwork and observational skills to study the geography of their school and its grounds and the key	Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. Know and use 8 points on the compass. Present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Ask and answer geographical questions.	Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass and four-figure grid references 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. Investigate the signs and symbols of maps and ordnance surveys.	Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. 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 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. Use a range of research materials.	Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, six-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.

		features of its surrounding environment.	human and physical features of its surrounding environment.				
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Learning in EYFS (Birth to 5)

Nursery	Mathematics	<u>Range 2</u> Explores space around them and engages with position and direction, such as pointing to where they would like to go <u>Range 3</u> Investigates fitting themselves inside and moving through spaces <u>Range 4</u> Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near or far away <u>Range 5</u> Responds to and uses some language of position and direction Predicts, moves and rotates objects to fit the space or create the shape they would like
	Understanding the World	<u>Range 2</u> Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves Closely observes what animals, people and vehicles do <u>Range 3</u> Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life Remembers where objects belong <u>Range 4</u> Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake <u>Range 5</u> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment
Reception	Mathematics	<u>Range 6</u> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • May enjoy making simple maps of familiar and imaginative environments, with landmarks
	Understanding the World	<u>Range 6</u> Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another •

			Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People Culture and Community	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	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.