



Dodford First School

Achieve, Believe, Create and Fly High!

Subject: Geography Knowledge and Skills

EYFS		
Age Range	Area of Learning	Knowledge and Skills
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>
	Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
Reception	Understanding the World	<ul style="list-style-type: none"> • 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	UW: 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.
	UW: 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.

Threshold Concept	Learning Hooks/Knowledge Categories	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4
Investigate Places	Location	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, 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. • Name and locate the countries of Europe and identify their main physical and human characteristics
	Physical Features	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of the school and the key physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	<ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, identifying 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.

			<ul style="list-style-type: none"> Use fieldwork to observe and record the physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
	Human Features	<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of the school and the key human features of its surrounding environment. 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, identifying human characteristics, including key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Use fieldwork to observe and record the human features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
	Diversity	<ul style="list-style-type: none"> Understand England is home to people from all over the world, some of whom were born here, others who have migrated from other parts of the world, some who travel for work or tourism and some who are refugees. 	<ul style="list-style-type: none"> Understand Europe is made up of over 50 countries with 23 recognised official languages spoken.
Investigate Patterns	Physical Processes	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Identify land use around the school. 	<ul style="list-style-type: none"> Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.

	Human Processes	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify land use around the school. 	<ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.
Communicate Geographically	Techniques	<ul style="list-style-type: none"> • Use compass directions (north, south, east and west) to describe the location of features and routes on a map. • Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<ul style="list-style-type: none"> • Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
	Vocabulary	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ❖ key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. ❖ key human features, including: city, town, village, factory, farm, house, office and shop. <ul style="list-style-type: none"> • Use locational language (e.g. near and far) to describe the location of features and routes on a map. 	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> ❖ physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. ❖ human geography, including: settlements and land use.