



Geography in the Early Years Foundation Stage

The Statutory Framework for the Early Years Foundation Stage (September 2021) separates learning and development into seven areas (three prime areas and four specific areas). The most relevant statements for Geography are taken from: *Mathematics* (prime area) and *Understanding the World* (specific area of learning). The targets that relate to the geography curriculum, as set out in Development Matters guidance, are as follows:

Mathematics

1. Understand position through words alone. For example, “The bag is under the table,” – with no pointing.
2. Describe a familiar route.
3. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Understanding the World

1. Draw information from a simple map.
2. Recognise some similarities and differences between life in this country and life in other countries.
3. Explore the natural world around them.
4. Recognise some environments that are different to the one in which they live. Use all their senses in hands-on exploration of natural materials.
5. Understanding the world – (ELG)
6. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG - People, Cultures and Communities).
7. 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 (ELG -The Natural World).
8. Understand some important processes and changes in the natural world around them, including the seasons (ELG -The Natural World).

Geography in the Early Years at Danson Primary School

At Danson Primary School we teach geography related skills and knowledge through a mixture of child-initiated and adult-led learning in our rich indoor and outdoor environments. Children begin to develop their geographical knowledge and skills by exploring the features of their classroom, outdoor area and the whole school before extending into the local area. Children begin to draw information from a simple map and have rich opportunities to make use of school grounds and local trips to enhance and apply their skills as geographers. Please see the table below for the breakdown of how the above targets feed into different geography strands.



Danson Primary School- Geography (2023-2024)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Knowledge Unit Fieldwork Units	Our Classroom and Outside Finding my way Places I Know We're going to the Seaside	Our School Weather African Safari	Poles Apart United Kingdom Danson Park	The UK & My Region Welling High street Natural Disasters	France & My Locality Bee Conversation	Fairtrade North America	South America River Study Sustainability
Geographical Skills and Knowledge							
Locational Knowledge	<p><u>3-4 years old</u> I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photographs.</p> <p><u>Reception</u> I can recognise some environments that are different from the one in which they live.</p> <p><u>Early Learning Goals</u> I can 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>I can understand that the world is divided into continents and begin to recognise their names and shapes.</p> <p>I can understand that the United Kingdom is split into 4 countries and name them.</p> <p>I know that the United Kingdom is situated on the continent of Europe.</p> <p>I know that Africa is a continent made up of several countries.</p> <p>I can name some of the key countries within the continent of Africa.</p>	<p>I can name the seven continents of the world and know that there are five oceans.</p> <p>I can locate the Equator, North Pole and South Pole.</p> <p>I can name the capital cities of England, Scotland, Wales and Northern Ireland.</p> <p>I can name the seas that surround the United Kingdom</p> <p>I can understand how my local area fits within the United Kingdom.</p>	<p>I can understand that the UK is split into countries and regions.</p> <p>I can identify the location of some of the major cities of the United Kingdom.</p> <p>I understand that England, Scotland, Wales and Northern Ireland are countries in the UK and locate them and their capitals.</p> <p>I can understand how my region is an area within England.</p> <p>I can identify and locate my region.</p> <p>I can name some of the boroughs of Greater London.</p>	<p>I can understand that the world is divided into two hemispheres and use this information to describe location.</p> <p>I can identify the location of France on a map of Europe</p> <p>I can understand that England is a country within the continent of Europe and that France is located in the same continent.</p> <p>I can understand that Isle de France is a region of France which includes the city of Paris.</p> <p>I can understand how my region is an area within England and that there are towns and cities within my region.</p>	<p>I can identify and show the location of key geographical features and landmarks within the UK and my region.</p> <p>I can identify and name the four regions of the USA.</p> <p>I can understand that the USA is a country within the continent of North America.</p> <p>I can identify some of the countries of North America and their capitals.</p> <p>I can understand that the USA is divided into states and that the West is a region within the USA.</p> <p>I understand that there are states, cities and towns within the West region of the USA.</p> <p>I can identify some key settlements in the Western USA.</p>	<p>I can identify the location of the countries which make up South America.</p> <p>I can describe the location of the continent of South America referencing the surrounding oceans.</p> <p>I can locate and identify the capital and other key cities within South America.</p> <p>I can recognise the countries of Brazil and Chile on a map</p> <p>I can identify the location of the Amazon Basin and Rainforest.</p>
Place Knowledge	<p><u>3-4 years old</u> I know that there are different countries in the world and talk about the</p>	<p>I can understand that not all places within the same continent are the same.</p>	<p>I can understand that different places can have different meanings to people.</p>	<p>I can understand that places can have meaning to people</p>	<p>I understand that places can have meaning to people and give examples of what</p>	<p>I can make comparisons between Canada, USA and Mexico.</p>	<p>I can explain the biodiversity of the Amazon.</p>



	<p>differences they have experienced or seen in photographs.</p> <p><u>Reception</u> I can recognise some environments that are different from the one in which they live.</p> <p><u>Early Learning Goals</u> I can 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>I can understand that there are different types of settlement and what type of settlement I live in.</p> <p>I know about the landscape, climate, animals and people within different parts of Africa.</p> <p>I can understand the similarities and differences between my country and Kenya</p>	<p>I can identify some characteristics of England.</p> <p>I can identify some characteristics of Scotland.</p> <p>I can identify some characteristics of Wales.</p> <p>I can identify some characteristics of Northern Ireland.</p>	<p>and discuss the reasons why.</p> <p>I can understand that people can choose to use land in different ways.</p> <p>I can understand that England is made up of different regions and that people living in these regions may have different senses of identity based on where they live.</p> <p>I can recognise some landmarks within the UK and know where they are.</p>	<p>these may be and the reasons behind them.</p> <p>I can explain that people can choose to use land in different ways and that this can depend on the land's physical geography.</p> <p>I can understand that cultural identity may vary from region to region.</p> <p>I can understand the similarities and differences between my region and Isle de France</p> <p>I can compare the cities of Paris and London.</p>	<p>I can identify different types of settlement and order them in terms of their size.</p> <p>I understand the terms population and population density and can make comparisons between settlements.</p> <p>I can explain why population density varies.</p> <p>I can make comparisons and explain some of the reasons for the similarities and differences between my region and states in Western USA.</p>	<p>I can explain the different settlement types within Brazil.</p> <p>I can describe how life differs between the wealthier parts of Rio de Janeiro and its favelas.</p> <p>I can explain how the use of land in the rainforest impacts the environment.</p> <p>I can explain the impact Chile's natural resources have on its people.</p> <p>I can explain urbanisation through a case study of Brazil.</p>
<p>Human and Physical Geography</p>	<p><u>3-4 years old</u> I am beginning to understand the need to respect and care for the natural environment and all living things.</p> <p>I know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.</p> <p><u>Reception</u> I can recognise some similarities and differences between life in this country and life in other countries.</p>	<p>I can understand the difference between human and physical features.</p> <p>I can discuss different features in my school and decide if they are human or physical.</p> <p>I can identify seasonal weather patterns in the UK.</p> <p>I can identify daily weather patterns in the UK and interpret a weather map.</p> <p>I can explain that there are hot and cold climates</p>	<p>I can identify some key human and physical features of my local area.</p> <p>I can identify the human and physical features of the Arctic.</p> <p>I can identify the human and physical features of Antarctica.</p> <p>I can understand that the poles and equator impact the climate on Earth.</p> <p>I can identify hot and cold areas of the</p>	<p>I can identify some key human and physical features of the UK and my region.</p> <p>I can understand that land has height.</p> <p>I can identify mountains, hills and rivers on maps.</p> <p>I can understand and explain how changes in land use can affect an area.</p> <p>I understand human processes that take place in the UK, including settlements.</p>	<p>I can identify and locate some key geographical features in my region.</p> <p>I can identify and describe some key human and physical features in Isle de France.</p> <p>I can identify the key physical features of Paris, France.</p> <p>I can compare key features of settlements in Isle de France to those in my own region.</p>	<p>I can explain what a mountain is and how they are formed linking back to tectonic movement.</p> <p>I can make comparisons between mountains in the UK and USA.</p> <p>I can compare the physical and human geographical features of regions of the USA.</p> <p>I can give examples of how the landscape in the Western USA varies massively, e.g. climate belts and biomes.</p>	<p>I can identify world climate zones and explain their features.</p> <p>I can identify geographical features within the Amazon basin.</p> <p>I can explain what a biome is and give examples.</p> <p>I can explain the layers of the Amazon rainforest and the importance of the rainforest biome.</p> <p>I can identify the stages of the water cycle and explain what they are.</p>



	<p>I can explore the natural world around them.</p> <p>I can recognise some environments that are different from the one in which they live.</p> <p>I understand the effect of changing seasons on the natural world around them.</p> <p><u>Early Learning Goals</u> I can describe some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>I can 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>in the world and where some of them are found.</p>	<p>world and explain why this is.</p> <p>I can compare the weather of the United Kingdom with the North and South Poles.</p>	<p>I can understand that physical processes are the natural forces that change Earth’s physical features, e.g.: tectonics.</p> <p>I can explain how the tectonic movement has shaped the Earth's surface.</p> <p>I can explain how earthquakes happen.</p> <p>I can explain what volcanoes are and how they occur.</p>	<p>I can understand and compare human processes in my region and Isle de France, including settlements and economic activity.</p>	<p>I can explain what a vegetation belt is and what we can learn from them.</p> <p>I can understand the different types of volcano.</p> <p>I can explain the impact of plate tectonic activity in Western USA.</p> <p>I can explain and compare the main economic activity in different states in the Western United States.</p> <p>I can explain what trade is and some of the key places the UK trades with.</p> <p>I can explain where some of our key food items come from.</p> <p>I can describe the journey of chocolate from bean to bar.</p> <p>I can explore the environmental impact of trading goods.</p> <p>I can explain what fair trade is and why it is important.</p>	<p>I can explain how the water cycle affects us.</p> <p>I can explain the impact of climate change on the water cycle.</p> <p>I can explain how a river is formed and name the physical features of a river (Amazon).</p> <p>I can explain the importance of rivers in terms of where people chose to settle and why.</p> <p>I can identify the physical features of South America.</p> <p>I can compare the human and physical features of Chile and the UK.</p> <p>I understand that humans can harm the environment and the ways in which we can help to protect it.</p> <p>I can investigate the impact of human activity within my local area.</p>
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Geographical Skills including Fieldwork and Map Work

<p>Fieldwork & Map Work</p>	<p><u>3-4 years old</u> I understand position through words alone. For example, "The bag is under the table," – with no pointing.</p> <p>I can describe a familiar route.</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind.'</p> <p><u>Reception</u> I can draw information from a simple map.</p> <p><u>ELG</u> I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>I can explain what an aerial view/plan is.</p> <p>I can create a messy map of my classroom.</p> <p>I can plan a journey and create a simple map to show this.</p> <p>I can use simple directional language</p> <p>I can recognise the outline of the United Kingdom on a map.</p> <p>I can look at a map of the UK and identify England, Scotland, Wales and Northern Ireland.</p>	<p>I can use an atlas to identify and locate the continents and oceans of the world.</p> <p>I can identify the Arctic and Antarctic Circles.</p> <p>I can identify the United Kingdom on a World Map.</p> <p>I can use simple compass directions and locational and directional language to describe the location of features on a map.</p> <p>I can follow a map to locate features within my local park.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.</p> <p>I can create a simple map of my school and use a key for some features.</p>	<p>I can recognise how physical features such as mountains are represented on topographical maps.</p> <p>I can identify the location of tectonic plates and use a map to see which countries are located on them.</p> <p>I can explain the purpose of easting numbers and northing numbers.</p> <p>I can read four-figure grid references, symbols, and keys on maps.</p> <p>I can use the four cardinal compass points and have an awareness of the eight.</p> <p>I can understand and use an ordnance survey map</p> <p>I can create a sketch map of my local area including a key.</p>	<p>I can use the contents and index pages of an atlas.</p> <p>I can identify lines of latitude and longitude.</p> <p>I can identify the northern and southern hemispheres.</p> <p>I can use maps to identify some of the countries of Europe and their capital cities.</p> <p>I can understand easting numbers and northing numbers and how they are used to create a grid reference.</p> <p>I can use four-figure grid references to describe the location of places and understand symbols and keys on maps.</p> <p>I can use the eight cardinal compass points.</p>	<p>I can identify where the tropics of Cancer and Capricorn are as well as where the Arctic and Antarctic Circles are.</p> <p>I can identify world climate zones and vegetation belts on a map.</p> <p>I can understand a plate tectonics map and can identify the San Andreas Fault on a map.</p> <p>I can locate places by reading six-figure grid references, symbols, and keys on maps.</p> <p>I can identify some key USA states and their capital cities on a map.</p> <p>I can use maps to understand the reasons for the location of key settlements in the USA.</p> <p>I can identify key trade routes on a map.</p>	<p>I can identify and plot the different climate zones within South America on a map.</p> <p>I can identify and plot vegetation belts on a map.</p> <p>I can use a relief map to understand the physical features of an area.</p> <p>I can describe the location of places using six-figure grid references.</p> <p>I can create a map of a section of river in my local area.</p> <p>I can make comparisons between maps of the same area at different points in time.</p>
<p>Enquiry work</p>	<p>I can talk about my observations of the natural world.</p>	<p>I can use provided images to interpret information about a place.</p> <p>I can discuss how to collect data about the weather</p>	<p>I can use books, including atlases, to research information.</p>	<p>I can use a computer and other resources to research information about a place.</p>	<p>I can use a wider range of books and technology to independently research information about the importance of bees and bee conservation.</p>	<p>I can research the Fairtrade items available in my local supermarket. (Coop offer school visits)</p>	<p>I can conduct research within a river making observations, taking measurements and recording my results.</p> <p>I can create graphs and charts to supplement my research.</p>



		<p>I can collect data about weather.</p> <p>I can present findings from my fieldwork.</p>		<p>I can observe and collect data within my local area.</p> <p>I can discuss the findings of my fieldwork</p> <p>I can present data accurately.</p>	<p>I can collect data accurately over a period of time.</p> <p>I can present data from my fieldwork appropriately.</p>	<p>I can present the findings of my fieldwork using appropriate statistical methods.</p>	<p>I can write a geographical report on the findings of my fieldwork.</p>
Vocabulary:	<p>Left, right, under, over, forwards, backwards, street, zebra crossing, traffic lights, house, library, park, high street, country, town, village, map, mountain, forest, water, seaside, sand, wood.</p>	<p>atlas, beach, bird's eye view, capital, city, climate, coast, continent, country, factory, farm, forest, hill, house, landmark, land use, location, map, mountains, ocean, office, plan perspective, river, seasonal, shop, town, trade, valley, village, volcano, weather</p>	<p>aerial photograph, atlas, beach, characteristics, city, cliff, climate, coast, continent, country, equator, factory, farm, fieldwork, forest, globe, harbour, hill, house, landmark, locality, location, map, mountain, ocean, office, port, river, sea, season, soil, shop, symbol, town, valley, vegetation, village, weather</p>	<p>aerial photograph, atlas, beach, characteristics, city, coast, compass, compass rose, continent, country, county, factory, farm, forest, hill, house, human processes, landmark, land use, locality, location, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, symbol, topographical, valley, village</p>	<p>aerial photograph, Arctic Circle, atlas, beach, characteristics, city, climate, coast, continent, country, earthquake, environment, equator, factory, farm, fieldwork, forest, hemisphere, hill, house, landmark, land use, latitude, locality, location, longitude, map, mountains, observational skills, ocean, office, region, river, scale, shop, tropic of Capricorn, tropic of Cancer, valley, village, volcano, weather</p>	<p>aerial photograph, atlas, beach, biome, characteristics, city, climate, coast, continent, country, desert, earthquake, environment, equator, factory, farm, fieldwork, forest, global, hemisphere, hill, house, human processes, landmark, land use, latitude, locality, location, longitude, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, significance, soil, symbol, time zone, topographical, trade, tropic of Capricorn, tropic of Cancer, variation, vegetation belt, valley, village, volcano, water cycle, weather</p>	<p>Agriculture, atlas, biome, canopy layer, characteristics, city, climate, coast, continent, country, emergent layer, deforestation, ecosystem, environment, equator, forest floor, global warming, hemisphere, human processes, landmark, land use, latitude, locality, location, longitude, map, mining, mountains, natural resources, palm oil, rainforest, river, river basin, settlement, topography, trade, tropic of Capricorn, tropic of Cancer, understory layer, variation, vegetation belt, water cycle, weather</p>
National Curriculum:	<p>Early Learning Goals To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps.</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to (In KS2): - Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on regions, key physical and human features and countries and major cities.</p>				



	<p>To 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>To 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</p>	<p>Pupils should be taught to (in KS1):</p> <ul style="list-style-type: none">-Name and locate the world’s seven continents and five oceans.-Name, locate and identify characteristics of the four countries of the UK and its surrounding seas.-Understand similarities and differences by studying the human and physical geography of an area in the UK with an area in a non-European country.-Identify seasonal and daily weather patterns in the UK.-Know the location of hot and cold areas of the world in relation to the equator and North and South Poles.-Use maps, atlases and globes to identify the United Kingdom and its countries-Use simple compass directions and locational and directional vocabulary.-Use aerial photographs and plans to recognise landmarks and human and physical features and be able to devise a simple map with basic symbols.-Use simple fieldwork and observational skills to study the school grounds and surrounding environment.	<ul style="list-style-type: none">- Name and locate countries and cities of the UK, geographical regions and their human and physical characteristics, key topographical features and land use patterns; and understand how some of these aspects have changed over time.- Identify the position and significance of latitude, longitude, Equator, Poles, Arctic and Antarctic Circles, Hemispheres, Tropics, Prime Meridian and time zones.- Understand the differences and similarities between the human and physical geography or a region in the UK, a region in a European country and a region in either North or South America.- Understand climate zones, vegetation belts, rivers, mountains, earthquakes, volcanoes and the water cycle.- Understand types of settlement and land use and economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.- Use maps, atlases, globes and digital mapping to locate countries and describe features studied.- Use the eight compass points, four and six figure grid references, symbols and keys (including OS maps) to build their knowledge of the UK and the wider world.- Use fieldwork to observe, measure, record and present human and physical features in the local area including sketch maps, plans, graphs and digital technologies.
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