

Colney Heath School

Geography Concepts : Place and Locational Skills Progression.

Place: our places; the range of places over the Earth; features in places; our images and senses of places, their meanings for us and importance; what makes places the way they are, and change; how places have common and different features which give them character.

Location: where features and places are and how we describe this; causes for their distributions, and patterns created; what effect this has.

Year Group	EYFS National Curriculum Statement	Features of learning
Early Years Foundation Stage	Describe their immediate environment Comparisons of life in this country and other countries – using maps where appropriate Comparing and contrasting environments	Places in their own life: home and school Talk about their home / school Why is my home special? Common and different features of their homes
Year 1	Locational knowledge <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	Name and locate some places in their locality, the UK and wider world. Seaside Colney Heath Village Teacher led enquiries, to ask and respond to simple closed questions Observations about where things are e.g. within school or local area.
Year 2		Name and locate significant places in their locality, the UK and wider world: London Sydney Simple geographical questions; Where is it? What's it like Make simple comparisons between features of different places
Year 3	Locational knowledge <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and 	Name and locate wider range of places in their locality, the UK and wider world. France- Boissy sous St Yon Colney Heath Village Ask/initiate geographical questions

	South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Investigate places and themes at more than one scale
Year 4	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	<p>Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. Volcanoes and Rivers</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps</p>
Year 5	<ul style="list-style-type: none"> 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) 	<p>Name and locate an increasing range of places in the world including globally and topically significant features and events. South America Amazon – Deforestation</p> <p>Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Analyse evidence and draw conclusions e.g. compare historical maps of varying scales</p>
Year 6	<p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America 	<p>Name and locate an extensive range of places in the world including globally and topically significant features and events. Ocean Biome</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Use primary and secondary sources of evidence in their investigations.</p>