

EYFS: Reception

Understanding the world;
Development matters and Early Learning Goals

Identifying land and water on a map or globe

Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)*

Development Matters

Draw information from a simple map.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different from the one in which they live.

Understand that some places are special to members of their community.

To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)*

To know that usually water is represented in blue on a map or globe.

To know the name of their school and the place where they live.

To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)*

Early Learning Goals

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
<p>Locating two of the world's seven continents on a world map.</p> <p>Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.</p> <p>Showing on a map which continent they live in.</p>	<p>Locating all the world's seven continents on a world map.</p> <p>Locating the world's five oceans on a world map.</p> <p>Showing on a map the oceans nearest the continent they live in.</p>	<p>Name and locate the world's seven continents and five oceans</p>
<p>To know the name of two continents (Europe and Asia).</p> <p>To know that a continent is a group of countries.</p> <p>To know that they live in the continent of Europe.</p> <p>To know that an ocean is a large body of water.</p> <p>To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean).</p>	<p>To be able to name the seven continents of the world.</p> <p>To be able to name the five oceans of the world.</p>	
<p>Locating the four countries of the United Kingdom (UK) on a map of this area.</p> <p>Showing on a map which country they live in and locating its capital city.</p>	<p>Locating the surrounding seas and oceans of the UK on a map of this area .</p> <p>Locating the capital cities of the four countries of the UK on a map of this area.</p> <p>Identifying characteristics (both human and physical) of the four capital cities of the UK.</p> <p>Showing on a map the city, town or village where they live in relation to their capital city.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
<p>To know that the UK is short for 'United Kingdom'.</p> <p>To know that a country is a land or nation with its own government.</p> <p>To know that the United Kingdom is made up of four countries and their names.</p> <p>To know the name of the country they live in.</p>	<p>To know that a sea is a body of water that is smaller than an ocean.*</p> <p>To know that there are four bodies of water surrounding the UK and to be able to name them.</p> <p>To name some characteristics of the four capital cities of the UK.</p> <p>To know the four capital cities of the UK.</p> <p>To know that a capital city is the city where a country's government is located.</p>	

EYFS: Reception

Understanding the world; Development matters and Early Learning Goals

Discussing how environments in stories and images are different to the environment they live in.

Development matters
Recognise some environments that are different from the one in which they live.

Recognise some similarities and differences between life in this country and life in other countries.

To know that places within this country can differ from each other. - *coming soon!*

Early Learning Goals
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.

To know that there are differences between places in this country and places in other countries. - *coming soon!*

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;

Year 1

Year 2

National curriculum - end of KS1
Pupils should be able to:

Naming some key similarities between their local area and a small area of a contrasting non-European country.

Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.

Naming some key differences between their local area and a small area of a contrasting non-European country.

Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.

Describing what physical features may occur in a hot place in comparison to a cold place.

To know that life elsewhere in the world is often different to ours.

To know some similarities and differences between their local area and a contrasting non European country.

To know that life elsewhere in the world often has similarities to ours.

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

EYFS: Reception

Understanding the world;
Development matters and Early Learning Goals

Observing weather across the seasons.
 Observing and discussing the effect the changing seasons have on the world around them.
 Beginning to use the names of the seasons in the correct context.
 Making observations about the features of places (in stories, photographs or in the school grounds/local area).
 Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*

To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.
 To know some of the key characteristics of each season.
 To know that there are four seasons in a year marked by certain weather conditions.
 To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).
 To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*

Development matters
 Describe what they see, hear and feel whilst outside.
 Explore the natural world around them.
 Understand the effect of changing seasons on the natural world around them.

Early Learning Goals
 Explore the natural world around them, making observations and drawing pictures of animals and plants;
 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
 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;

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
<p>Describing how the weather changes with each season in the UK.</p> <p>Describing the daily weather patterns in their locality.</p> <p>Confidently using the vocabulary 'season' and 'weather'.</p> <p>To know the four seasons of the UK.</p> <p>To know that 'weather' refers to the conditions outside at a particular time.</p> <p>To know that different parts of the UK often experience different weather.</p> <p>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.</p> <p>To know that weather conditions can be measured and recorded.</p>	<p>Locating some hot and cold areas of the world on a world map.</p> <p>Locating the Equator and North and South Poles on a world map.</p> <p>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</p> <p>To know that the Equator is an imaginary line around the middle of the Earth.</p> <p>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</p> <p>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</p> <p>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</p>	<p>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</p>
<p>Recognising some physical features in their locality.</p> <p>To know that physical features means any feature of an area that is on the Earth naturally.</p>	<p>Describing the key physical features of a coast using subject specific vocabulary.</p> <p>To know that coasts (and other physical features) change over time.</p> <p>To know some key physical features of the UK.</p>	<p>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</p>
<p>Recognising some human features in their locality.</p> <p>To know that human features means any feature of an area that was made or built by humans.</p>	<p>Describing and understanding the differences between a city, town and village.</p> <p>Describing the key human features of a coastal town using subject specific vocabulary.</p> <p>To know that a sea is a body of water that is smaller than an ocean.</p> <p>To know that human features change over time.</p> <p>To know some key human features of the UK.</p>	<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

Through fieldwork studies in each unit, pupils carry out geographical enquiries using our enquiry cycle. These fieldwork enquiries combine substantive knowledge from the other strands: Locational knowledge, Place knowledge, Human and physical geography and allow pupils to understand the discipline of Geography and how this substantive knowledge was formed.

	EYFS: Reception	Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
Question	Ask questions about the world around them.		Recognising there are different ways to answer a question.	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.
Observe	Commenting on the features they see in their school and school grounds.		Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	
Measure	Answering simple questions, guided by the teacher.	Asking and answering simple questions about the features of their school and school grounds.	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	
Record	Creating some of the features they notice in their school and school grounds.	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone.	
Present	Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	

EYFS: Reception

**Understanding the world;
Development matters and Early Learning Goals**

Ask questions about the world around them.

Commenting on the features they see in their school and school grounds.

Answering simple questions, guided by the teacher.

Drawing some of the features they notice in their school and school grounds.

Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.

Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.

Beginning to use modelled directional vocabulary when describing features in the surrounding environment.

Recognising features on maps (real or imaginary).

Draw real or imaginary maps even if features are indistinguishable.

To know that a map is a picture of a place.

To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).

Development matters
Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Understand that some places are special to members of their community

Draw information from a simple map.

Early Learning Goals
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.

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
<p>Using an atlas to locate the UK.</p> <p>Using a map of the UK to locate the four countries.</p> <p>Beginning to use an atlas to locate the four capital cities of the UK.</p> <p>Using a world map and globe to locate two of the world's seven continents (Europe and Asia).</p> <p>Using an atlas to locate the Atlantic Ocean and Pacific Ocean.</p>	<p>Recognising why maps need a title.</p> <p>Using an atlas to locate the four capital cities of the UK.</p> <p>Using a world map, globe and atlas to locate all the world's seven continents.</p> <p>Using a world map, globe and atlas to locate the world's five oceans.</p>	<p>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</p>
<p>Using directional language to describe the location of objects in the classroom and playground.</p> <p>Using directional language to describe features on a map in relation to other features (real or imaginary).</p> <p>Responding to instructions using directional language to follow routes.</p> <p>Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</p>	<p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.</p> <p>Using a map to follow a prepared route.</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map</p>
<p>Recognising local landmarks on aerial photographs .</p> <p>Recognising basic human features on aerial photographs.</p> <p>Recognising basic physical features on aerial photographs.</p> <p>Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</p> <p>Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features.</p> <p>Adding labels to sketch maps.</p> <p>Using simple picture maps and plans to move around the school.</p>	<p>Recognising landmarks of a city studied on aerial photographs and plan perspectives.</p> <p>Recognising human features on aerial photographs and plan perspectives.</p> <p>Recognising physical features on aerial photographs and plan perspectives.</p> <p>Drawing a map and using class agreed symbols to make a simple key.</p> <p>Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</p> <p>Finding a given OS symbol on a map with support.</p> <p>Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</p> <p>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>

Year 1

- To know that an aerial photograph is a photograph taken from the air above.
- To know that atlases give information about the world and that a map tells us information about a place.
- To know that a map is a picture of a place, usually drawn from above.
- To know that symbols are often used on maps to represent features.
- To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).
- To know what a sketch map is.

Year 2

- To know that a globe is a spherical model of the Earth.
- To begin to recognise world maps as a flattened globe.
- To know that a compass is an instrument we can use to find which direction is north.
- To know which direction is N, S, E, W on a map.
- To know that maps need a title and purpose.
- To know that maps need a key to explain what the symbols and colours represent.
- To know that an interview can be a way to find out people's views about their area.
- To know that a tally chart is a way of collecting data quickly.
- To know that a pictogram is a chart that uses pictures to show data.