

 Locational Knowledge	EYFS	Year 1	Year 2
	<p>Development Matters: Draw information from a simple map.</p> <p>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.</p> <p>Early Learning Goals:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>		<p>NC: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>NC: 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>

Locational Knowledge	EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> • Explore the natural world around them. • 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 our 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) 	<ul style="list-style-type: none"> • To know that the UK is short for 'United Kingdom'. • To know that the United Kingdom is made up of four countries and their names. • Locating the four countries of the United Kingdom (UK) on a map of this area; The four countries in the U.K are: England, Scotland, Wales and Northern Ireland. • Showing on a map which country they live in and locating its capital city. London (near where we live) is the capital city of England. • The capital cities of each country in the U.K. are: London, Edinburgh, Cardiff and Belfast. • To know that a country is a land or nation with its own government. 	<ul style="list-style-type: none"> • Describing and beginning to explain some key similarities and differences between their local area and a small area of a contrasting non-European country. • Describing what physical features may occur in cold place. • There are borders that separate different parts of the world • A continent is a land mass and an ocean is a large body of water • There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia • The majority (71%) of the world's surface is covered by water • The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic • Know the seven main countries that feature in the Arctic Circle Alaska (U.S.A), Canada, Greenland, Finland, Norway, Sweden and Russia.

 Locational Skills	EYFS	Year 1	Year 2
	<p>Development Matters: Draw information from a simple map.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>KS1 Skills and Fieldwork End Points: Children will be able to:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes • Use simple compass directions • Use aerial photos and construct simple maps • Undertake simple fieldwork within school locality 	
	<ul style="list-style-type: none"> • Make observations of their immediate environment • Use stories and nonfiction books with an adult as sources of information. • Children beginning to ask their own questions. E.g. What is it like there? • Identify water on a map or globe. 	<ul style="list-style-type: none"> • An aerial photograph is taken from above. You to see lots of roads at once, like on a map. • Maps have symbols on them to show us important buildings and features. • Construct a map of the classroom using fieldwork observations. • Use and recognise some basic map symbols, and begin to understand how these can be used in a key. • Use aerial photos, globes, maps and atlases to locate the countries and capital cities of the U.K • Compare geographical features of towns and the countryside. 	<ul style="list-style-type: none"> • Children to ask simple Geographical questions: Where is it? What is it like? • Use books, stories, maps, pictures/ photos and internet as sources of information. • Make appropriate observations about why things happen. • Make simple comparisons between features of different places • Use basic geographical vocabulary e.g. north, south, east and west

 Human & Physical Geography Knowledge	EYFS	Year 1	Year 2
	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • NC: 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. • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • NC: 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. 	

Human & Physical Geography Knowledge	EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. • To know that there are differences between places in this country and places in other countries. • 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. 	<ul style="list-style-type: none"> • Human features are characteristics of a place that were made by humans, for example shops and roads- talk about and explore in local area from photos and on walks around the village. Point out features in London and the UK. • To know that physical features means any feature of an area that is on the Earth naturally- talk about and explore in local area from photos and on walks around the village. Point out features in London and the UK. 	<ul style="list-style-type: none"> • Knows and can explain what the weather is like in our country. • Knows and can name 4 types of weather that happen in the UK. • Knows that weather changes throughout the year and can name the seasons. • Knows and can explain how the weather can affect us • Knows and understands some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings.

Human & Physical Geography Knowledge	EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants). • Recognising some physical features in their locality. • Recognising some human features in their locality. • To know that human features means any feature of an area that was made or built by humans. • Describing how the weather changes with each season in the UK and London. • To know some key physical features of the UK. • Describing and understanding the differences between a city, town and village • To know some key human features of the UK. 	<ul style="list-style-type: none"> • Knows and can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do. • Knows and understands what weather forecasts show • Knows 3 or more weather symbols and can explain what they show • Knows what hot and countries might look like and how they might differ according to the weather • Knows three facts about the arctic • To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. • To know that human features change over time.

Human & Physical Geography Knowledge	EYFS	Year 1	Year 2
		<ul style="list-style-type: none"> • Name and give examples of some of the key features of their local area. • Key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches. • Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops. • Use aerial photos to identify familiar landmarks. 	

 Human & Physical Geography Skills	EYFS	Year 1	Year 2
	<p>Development matters</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> NC: use world maps, atlases and globes to identify the United Kingdom and its countries NC: 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 NC: 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. NC: 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. NC: 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 	
	<ul style="list-style-type: none"> 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 (stories, photos or school/local area) 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to human and physical features. Use observational skills to sort physical and human features using aerial photographs. 	<ul style="list-style-type: none"> Use map skills to locate hot and cold places. Locate (find) the Arctic on a world map or a globe. Begin to locate other places such as the North Pole, South Pole and Antarctic

 Fieldwork Skills	EYFS	Year 1	Year 2
	<p>Development matters</p> <ul style="list-style-type: none"> • 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. <p>Early Learning Goals</p> <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. 		<ul style="list-style-type: none"> • NC: use world maps, atlases and globes to identify the United Kingdom and its countries • NC: 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 • NC: 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. • NC: 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. • NC: 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

 Fieldwork Skills	EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> • Draw information from a simple map. • Follow directions for themselves and an object (Forwards, backwards, turn.) • Asking and answering simple questions about the features of 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. • Drawing freehand maps (of real or imaginary places) • Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. • Ask questions about the world around them. • Commenting on the features they see in their school and school grounds. 	<ul style="list-style-type: none"> • Use aerial photos and plans to recognise landmarks- local area, London and the UK. • Start to use locational maps and key's to explore- local area, London and the UK. • Follow directions (up, down, left/right, forwards/backwards) • Be introduced to compass points. • Draw aerial map of classroom. • Looking at how symbols are used on a map • Ask questions about the world around them. • Commenting on the features they see in their school and school grounds. • Asking and answering simple questions about the features of their school and school grounds. 	<ul style="list-style-type: none"> • Recognising there are different ways to answer a question. • 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. • Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. • 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.

 Fieldwork Skills	EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Answering simple questions, guided by the teacher Creating some of the features they notice in their school and school grounds. 	<ul style="list-style-type: none"> Using directional language to describe the location of objects- LINK MATHS Using directional language to describe features on a map Responding to instructions using directional language to follow routes. Recognising local landmarks on aerial photographs. Recognising basic physical and human features on aerial photographs. Recognising landmarks of a city studied on aerial photographs. Drawing a map and using symbols to make a key. Using an aerial photograph to draw a simple sketch map. 	<ul style="list-style-type: none"> Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Recognising landmarks of a city studied on aerial photographs.

 Place Knowledge	EYFS	Year 1	Year 2
	<p>Development matters</p> <ul style="list-style-type: none"> 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. <p>Early Learning Goals</p> <ul style="list-style-type: none"> 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. 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>NC: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>NC: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.</p>	

 Place Knowledge	EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> • To know that places within this country can differ from each other. • To know that there are differences between places in this country and places in other countries. • Discussing how environments in stories and images are different to the environment they live in. 	<ul style="list-style-type: none"> • Towns and countryside have similar and different geographical features- local area, London and the UK. • Naming some key features of their local area. • Can describe key features of their local area and of the UK. • Can describe some landmarks of London. 	<ul style="list-style-type: none"> • To know that life elsewhere in the world is often different to ours. • To know that life elsewhere in the world often has similarities to ours. • Describing and beginning to explain some key similarities 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.

 Place Skills	EYFS	Year 1	Year 2
	<p>Draw information from a simple map.</p>	<p>Use world maps, atlases and globes Use simple compass directions Use aerial photos and construct simple maps. Undertake simple fieldwork within school locality</p>	
	<ul style="list-style-type: none"> • Look closely at photos / picture from both stories and own experiences. • Begin to use simple maps 	<ul style="list-style-type: none"> • Construct a map of the classroom using fieldwork observations. • Drawing a map and using symbols to make a key. • Use and recognise some basic map symbols, and begin to understand how these can be used in a key. • Use globes, maps and atlases to locate the countries and capital cities of the U.K • Compare geographical features of towns and the countryside using their existing observations, maps and photographs. • Use aerial photographs to begin to locate familiar locations in their local area. 	<ul style="list-style-type: none"> • Compare geographical features. • Use simple compass directions • Plot and navigate a simple route on a map. • Recognise basic map symbols and use these in a key • To be able to recognise geographical similarities and differences between their local area and a non-European small area through the analysis of photographs, maps, aerial photographs and film clips • Use aerial photographs to begin to locate countries.

KS1 Geography End Points

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Locational Knowledge:

- Can name and locate the world's seven continents and five oceans
- Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge:

- Understands 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

Human and Physical Geography:

- Can 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
- Can 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 and;
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

KS1 Geography Skills End Points

- Use world maps, atlases and globes
- Use simple compass directions
- Use aerial photos and construct simple maps
- Undertake simple fieldwork within school locality