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| EYFS | Area of learning | Statements  |
| Three and four year olds | Mathematics | * Understand position through words alone. For example, “The bag is under the table,” – with no pointing.
* Describe a familiar route.
* Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
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|  | Understanding the World | * 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.
* Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.
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| Reception | Understanding the World | * 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.
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| ELG | Understanding the WorldPeople culture and communities The natural word  | * 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.
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|  | * 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.
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| **Geography** | **Year 1** | **Year 2** | **Year3** | **Year 4** | **Year 5** | **Year 6** |
| **End of Key Stage** | *North and South Poles, Equator, 4 Compass points N, S, E, W Locational language, name & locate: 7 continents & 5 oceans. Name, locate, identify: 4 countries and capitals of UK & surrounding seas.* | *Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.* |
| **Locational and Place Knowledge** | Notice things in the place where I am and react to them by commenting – Y2Can ask questions – Y2Can respond to questions – like what and where? – Y2Name & locate world’s 7 continents and 5 oceans – Y2Name, locate &identify characteristics of the 4 countries & capital cities of the UK & surrounding seas – Y1 & Y2Understand geog. similarities and differences through studying the human & physical geography of a small area of the UK & contrasting non-European country – Y2 | Locate the world’s countries, using maps to focus on Europe (including Russia): environ-mental regions, key physical or human characteristics, countries, and major cities – Y3Name and locate geographical regions of the UK & their identifying physical and human characteristics, including ***some*** cities and ***some*** key topographical features including hills, mountains, coasts and riversUnderstand how some aspects have changed over time – Y4Understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country – Y3 | Know some of the world’s countries, focusing on North and South America concentrating on environmental regions, key physical or human characteristics, countries, and major citiesName/ locate cities & counties of the UK – Y5Know more about the geographical regions of the UK & their identifying physical and human characteristics, including ***more*** cities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts –Y5 & Y6Explain how aspects have changed over time.Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. or S. America. (I also draw on the case study of Europe in lower KS2) – Y5Identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (incl. day & night) –Y6 |
| **Fieldwork** | Use some of my senses to observe places – Y2Identify simple types of buildings & places around me and know their own special features –Y1Use simple fieldwork and observational skills to study the geography of my school and its grounds – Y1 & Y2Complete a chart to express opinions during Fieldwork – Liverpool trip building information to express – Y1Use first hand observation to investigate places - theschool grounds, the streets around and the local area – Y1 & Y2Recognise and record different types of land use, buildings and environments – Y1 | Use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs – Y3Conduct surveys – Y4Carry out a simple questionnaire - Y4Use simple equipment to measure and record – Y4Investigate the local area, looking at types of shops, services and houses – Y3Apply mathematical skills in data handling to Geography fieldwork – Y3 & Y4 | Use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs& digital technologies – Y6Collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I under-stand some geographical processes – Y5 & Y6Carry out a focused in depth study, looking at issues/changes in the area – Y5 Imagine how & why area may change in future – Y5 & Y6 |
| **Using globes, maps and plans** | Play games with globes & maps – Y1Draw my own simple picture maps, plans with labels of places I know, or imaginary places/ stories – Y1May use my own symbols – Y1Use world maps, atlases and globes to identify UK & its countries – Y1 & Y2 Identify the countries, continents and oceans studied – Y2Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles –Y1Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features – Y1 & Y2 | Locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities – Y3Use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns – Y4Use atlases to find places using index/ contents – Y3 & Y4Understand need for a key – Y3 & Y4Understand the purpose of maps. Begin to understand scale and distance on a map. Use and apply mathematical skills – Y3 & Y4 | Use 1:10.000 (Y5) and1:25.000 (Y6) Ordnance Survey maps.Use a globe & maps & some OS symbols on maps to name and locate UK counties & cities – Y5 & Y6Locate the world’s countries, using maps to focus on North & South America. – Y5Realise purpose, scale, symbols and style are related. –Y5 & Y6Interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS) – Y5 & Y6Use maps, atlases, globes and digital/computer mapping to locate countries& describe features studied – Y5 & Y6Show the position and significance of latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night) using a globe – Y6Understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps – Y6 |
| **Map work skills** | Follow directions – up, down, left and right – Y1Identify local features on aerial photograph – Y2Draw round objects 1:1 to get plan view – Y1Follow a route on prepared maps (left/right) & find information. – Y2Use simple compass directions (NSEW) - Y1 & Y2Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map – Y1Make a simple map –Y1Use and construct basic symbols in a key – Y1 | Use the 8 points of a compass – Y4Use simple grids with letters and numbers and 4-figure coordinates to locate features – Y4Use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place, the UK and the wider world – Y4Map evidence from fieldwork e.g. sketch annotated views –Y4Use plans – Y4Use aerial photos and satellite images – Y3 & Y4Begin to use smaller scale aerial views –Y4Use oblique aerial views – Y4 | Use Ordnance Survey maps at different scales – Y5 & Y6Draw a detailed sketch map using symbols and a key – Y6Know directions in neighbourhood. – Y6Align a map with route. – Y6Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world – Y5 & Y6Understand and use 6 figure grid references to interpret OS maps – Y6 |
| **Human and physical geography: enquiry skills and communication** | Use secondary sources – pictures, photos, stories, films to find out about a place –Y1 & Y2Tell you what a place is like in simple terms – Y1Use observational skills and ask and respond to questions –Y1Identify seasonal/ daily UK weather patterns – Y1 & Y2Study the key human and physical features of the surrounding environment of my school – Y1 & Y2Begin to explain how/why I can find information from aerial photographs – Y2Use and apply Maths to help me to show learning –Y1 | Describe & understand key aspects of:physical geography, including rivers and mountains – Y4Explain volcanoes/ earthquakes in simple terms – Y3Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied – Y4Identify differences between places – Y3 & Y4 Communicate geog. information in a variety of ways, including through maps and writing at length – Y3 & Y4Apply mathematical skills when using geography data – Y3 & Y4 | Describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time – Y6Understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts. – Y5 &Y6Describe the water cycle using a diagram – Y5Describe in detail types of settlement, land use, economic activity including trade links – Y5Describe the distribution of natural resources including energy, food, minerals & water in the continents & countries I have studied. – Y5Give a few reasons for the impact of geographical influences/ effects on people place or themes studied. – Y5Know location of places of global significance, their defining physical & human characteristics and how they relate to one another – Y5Regularly use and apply maths skills in my work – Y5&Y6 |