



	Nursery	Reception	Key Stage 1
National Curriculum and EYFS statements	<ul style="list-style-type: none"> • 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’. • 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. 	<ul style="list-style-type: none"> • 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. • 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. • 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. 	<p>Locational Knowledge</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 and capital cities of the United Kingdom and its surrounding seas. <p>Place Knowledge</p> <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. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • 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; • 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; • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • 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.



<p>Locational Knowledge</p>	<ul style="list-style-type: none"> • 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. 	<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"> • Begin to use maps and a globe to identify the continents and oceans • Begin to locate the continents and oceans on a map • Understand that both a map and a globe show the same thing. • Identify and locate the continents and oceans on maps and globes • Use maps and globes to locate the UK. • Name and identify the 4 countries in the UK and label the capital 	
<p>Locational Vocabulary</p>	<ul style="list-style-type: none"> • Hall • Classroom • Office • Outside • Playground • Forest • Next to, behind, under, on, in etc. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Globe • Map • Europe, Asia, South America, North America, Antarctica, Australia. • Continent • Country • Ocean • Near, far, left, right 	<ul style="list-style-type: none"> • Continent • Europe, Asia, South America, North America, Antarctica, Australia. • Ocean • UK – United Kingdom • England, Scotland etc. • London, Cardiff etc. • Capital city • Country
<p>Place knowledge</p>	<ul style="list-style-type: none"> • Talk about what their house, their street and their school is like and some features 	<ul style="list-style-type: none"> • Talk about places they have visited and how they are the same or different to where they live 	<ul style="list-style-type: none"> • Name describe and compare familiar places • Study pictures/videos of a locality and ask geographical questions e.g. what is it like to live in this place? How is this place similar/different to where I live? 	



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	<ul style="list-style-type: none"> • Talk about some of the things they have observed outside in the local environment 	<ul style="list-style-type: none"> • Talk about what the weather is like in different places • Name animals which may live in different climates 	<ul style="list-style-type: none"> • Express own views about a place, people and environment. • Draw and label pictures to show how places are different. • Suggest ideas for improving the school or local environment • Study pictures/videos of two differing localities, one in the UK and one in a contrasting European country, and ask geographical questions e.g. what is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? • Study pictures of the localities in the past and in the present and ask 'How has it changed?' • Draw pictures to show how places are different and write comparatively to show the difference. • Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences. 	
<p>Place knowledge vocabulary</p>	<ul style="list-style-type: none"> • House • Street • Trees • Plants • Flowers • Road 	<ul style="list-style-type: none"> • Weather • Buildings • House, church etc., • Animals • Climate, temperature 	<ul style="list-style-type: none"> • Environment • Building, street, path, road, river, etc. • Improve 	<ul style="list-style-type: none"> • Locality • UK • Europe • Lifestyle • Past • Present

<p>Human and physical geography</p>	<ul style="list-style-type: none"> • Know that we live in houses. • Know that we are in/go to a school. 	<ul style="list-style-type: none"> • Talk about our local environment e.g. shops, river, church, road, park etc. • Begin to have an awareness of seasons and what clothes and things we need for different weather. Begin to explain why. 	<ul style="list-style-type: none"> • Identify the seasons and weather patterns in the UK • Begin to have an awareness of hot and cold places in the world, the equator and the north and south poles • Talk about key physical features of the local environment and other places in the world e.g., beach, forest, mountain, weather, plants, • Understand human features such as city, town, farm, house, office etc. • Be able to verbalise and write about similarities and differences between the features of the two localities. 	
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<p>Human and physical geography Vocabulary</p>	<ul style="list-style-type: none"> • School • House • Place • Where 	<ul style="list-style-type: none"> • Shops • River • Church • Road • Park • Seasons • Spring, Summer, Autumn, Winter • Clothes • Warm / cold • Weather words 	<ul style="list-style-type: none"> • Seasons • Weather • Equator • North Pole • South Pole • Beach, forest, mountain etc • City, town, farm, office etc 	<ul style="list-style-type: none"> • Predict • North Pole • South Pole • Equator • Beach, cliff, coast etc • Village, factory, harbour etc
<p>Geographic al skills and fieldwork</p>	<ul style="list-style-type: none"> • Shows awareness of different buildings such as schools, shops, farms and incorporates them into their small world play • Begin to use positional language 	<ul style="list-style-type: none"> • Use treasure maps and maps of the classroom to find different things • Understand that a map shows you a location • Begin to look at globes and maps • Talk about things they find interesting in the local environment • Use positional language 	<ul style="list-style-type: none"> • Use maps and globes to identify countries and continents • Begin to use simple compass directions (North, South, East, West) to describe the location of features on a map. • Observe and record information about the local area – e.g how many shops are near our school, how many bus stops, car parks etc. 	<ul style="list-style-type: none"> • Use maps, globes and atlases to identify UK and its countries as well as other continents and oceans • 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. • Draw own maps of the local area; use and construct basic symbols in a key. • Observe and record the features around the school e.g. the different



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			<ul style="list-style-type: none"> • Talk about interesting things in the local area and explain what the photos show. • Begin to use aerial photographs e.g the school and label it with key features. • Look at a simple map of the local area and identify things that they know and have seen. • Make a simple map. • Create an aerial map of the school/local area as a class by using different sized shapes and blocks. 	<p>types of plants, the animals seen by the river compared to the animals seen on the road, the amount of traffic on different roads near school.</p> <ul style="list-style-type: none"> • Make suggestions for why things might be different. • Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. • Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features.
Geographic al skills and fieldwork vocabulary	<ul style="list-style-type: none"> • School • Farm • Shop • Town • In, on, under, behind, on, etc. 	<ul style="list-style-type: none"> • Treasure map • Globe • Map • Next to, near, close, far, under etc. 	<p>North, South, East, West Country Continent Aerial</p>	<p>North, South, East, West Country Continent Ocean Route Key Feature</p>