



	EYFS	KS1	LKS2	UKS2
Overview	<p>ELGs Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction text and (when appropriate) maps.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language, to describe the locations of features on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of the surrounding environment.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Build their knowledge of the UK and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Build their knowledge of the UK and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Locational Knowledge	<p>Nursery Observe features in the environment by pointing/looking closely. Naming simple features eg. trees, wall, grass, road.</p> <p>Using some descriptive vocabulary to describe features eg. tall trees.</p> <p>Reception – As nursery Begin to compare features.</p> <p>Expand vocabulary e.g. road, motorway, lane</p>	<p><u>Pupils should be taught to:</u> Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p>	<p><u>Pupils should be taught to:</u> Name and locate countries and cities of the United Kingdom.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</p>	<p><u>Pupils should be taught to:</u> Locate the world's countries, using maps to focus on Europe and North and South America. Concentrating on their environmental regions.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemisphere, Tropics, Arctic/Antarctic circle, time zones.</p>

Place	<p>Nursery Makes observations about their local environment eg. park, school, home.</p> <p>Reception Begins to ask questions and can compare features of different environments. Introduce vocabulary to help express opinions e.g. busy, quiet, pollution</p> <p>Name and describe the road that they live on</p>	<p><u>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contracting non-European country.</u></p> <p>Comparison of The UK and Countries within Africa</p>	<p><u>Understand geographical similarities and differences through the study of human and physical geography.</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a European country.</p>	<p><u>Understand geographical similarities and differences through the study of human and physical geography.</u></p> <p>Exploring the distribution and nature of different Forests.</p>
Human and Physical Geography	<p>Nursery Begin to make marks to represent buildings, roads and trees.</p> <p>Reception Begin to make marks to represent buildings, roads and trees.</p> <p>Show an awareness of the different shapes of buildings when drawing</p>	<p>Identify seasonal weather patterns in the United Kingdom.</p> <p>Locate hot/cold areas of the world in relation to the Equator and North/South Poles.</p> <p>Use basic geographical vocabulary to refer to physical features and human features.</p>	<p><u>Describe and understand key aspects of:</u></p> <p><i>Physical Geography</i> -Rivers, Mountains, Volcanoes, Earthquakes, Water Cycle</p> <p><i>Human Geography</i> – Types of Settlements.</p>	<p><u>Describe and understand key aspects of:</u></p> <p><i>Physical Geography</i> -Climate zones, Biomes</p> <p><i>Human Geography</i> –Impact of people on natural environments. Types of settlements.</p>
Fieldwork	<p>Nursery Uses positional language through stories eg. Rosie's Walk.</p> <p>Reception Describes their relative position eg. next to, behind.</p> <p>Follows positional instruction.</p>	<p><u>Gathering Information:</u> Use a pro-forma to collect data – tally survey.</p> <p><u>Sketching:</u> Add labels onto a sketch map, map or photograph of features.</p> <p><u>Audio/Visual:</u> Recognise a photo or video as a record of what has been seen or heard.</p>	<p><u>Gathering Information:</u> Use a simple database to present findings from fieldwork. Record findings from fieldtrips. Use a database to present findings. Use appropriate terminology.</p> <p><u>Sketching:</u> Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction.</p> <p><u>Audio/Visual:</u> Select views to photograph.</p> <p>Add titles and labels giving date and location information.</p>	<p><u>Gathering Information:</u> Use a database to interrogate/amend information collected.</p> <p>Use graphs to display data collected.</p> <p><u>Sketching:</u> Annotate sketches to describe and explain geographical processes and patterns.</p> <p><u>Audio/Visual:</u> Use photographic Evidence in their investigations.</p>

Nursery

Using stories as a basis, draw simple maps to show journey taken eg. Red Riding Hood.

Use road mats for small world play.

Show an interest in maps eg. treasure maps, road maps

Use a simple map with a programmable toy.

Reception – As nursery Identify where they live in England.

Develop an understanding of the position of other countries in the world.

Design and build small world areas.

Use road mats for small world play.

Using Maps:

- Use a simple picture map to move around school.
- Follow routes on a map.
- Use relative vocabulary such as bigger, smaller, like, dislike.
- Use directional language such as, rear, far, up, down, left and right.
- Follow routes on a map.
- Use simple compass directions. (North, East, South, West)
- Use aerial photographs and plan perspectives to recognise landmarks and physical/human features.

Map Knowledge:

- Use world maps to locate the UK in its position in the world.
- Use maps to locate the 4 countries and capital cities of the UK and its surrounding seas.
- Locate and name the seven continents and five oceans on a world map/globe.
- Locate on a map/globe the hot and cold areas of the world including the equator and North/South poles.

Making maps:

- Draw basic maps, including appropriate symbols and pictures to represent places/features.
- Use photographs and maps to identify features.
- Draw or make a map of imaginary places. (e.g. add detail to a sketch map from aerial photographs.)
- Use and construct basic symbols in a key.

Using Maps:

- Follow routes on a large scale map with some accuracy.
- Locate places on a range of maps.
- Begin to match boundaries. (e.g. find boundaries of countries of different scale maps)
- Identify features on an aerial photograph, digital or computer map.
- Use 4 figure compasses and then begin to use 8 figure compasses and grid references to identify features on a map.

Map Knowledge:

- Locate the UK and Europe on a variety of different maps/globe.
- Name and locate the countries and cities of the UK.
- Name and locate the countries in Europe and their capital cities.

Making maps:

- Make a map of short route experiences with features in current order.
- Create simple scale drawings.
- Use standard symbols, and understand the importance of a key.
- Recognise and use OS map symbols, including a key and understand why it is important.
- Draw a sketch map from a high viewpoint.

Using Maps:

- Compare maps with aerial photographs.
- Select a map for a specific purpose.
- Follow a short route on an OS map.
- Describe the features shown on an OS map.
- Begin to use atlases to find out other information. (e.g. temperature)
- Use atlases to find out data about other places.
- Find and recognise places on maps of different scales.
- Use 8 figure compasses and begin to use 6 figure grid references with accuracy.
- Use lines of longitude and latitude on maps.

Map Knowledge:

- Locate the world's countries, focus on North and South America.
- Identify the position and significance of lines of longitude and latitude.
- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.

Making Maps:

- Draw a variety of thematic maps based on their own data.
- Draw a sketch map using symbols and a key.
- Use and recognise OS map symbols regularly.
- Draw plans of increasing complexity.
- Begin to use and recognise atlas symbols.