

	Early Years	Year 1	Year 2	Year 3
Locational knowledge	<p>During Early Years - Pupils will explore and describe the natural world around them and begin to recognise that some environments are different from the one in which they live. Pupils will use maps to locate key and familiar places in addition to exploring locations further afield in which link to topics i.e. Magic Carpet, visiting India.</p> <p>By the end of Early Years - ELG - Understanding the World</p> <p>The Natural World Pupils will explore the natural world around them. Pupils will know some similarities and differences between the natural world and contrasting environments, drawing on experiences and what has been read in class.</p> <p>People, Culture and Communities Pupils will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Pupils will explain some similarities between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p> <p>By the end of EY - ELG - Communication and Language</p> <p>Pupils will participate in small group, class and one to one discussions, offering ideas and using recently introduced vocabulary.</p>	<p>By the end of Key Stage 1: Pupils should be able to locate the world's seven continents and five oceans. Pupils should be able to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas.</p>	<p>By the end of Key Stage 1: Pupils should be confident in naming and locating the key places in the UK.</p> <p>Pupils should be confident in naming and locating key places in the UK and beyond.</p>	<p>Lower key stage 2: Pupils will begin to explore more of the world, understanding how the world has zones and the significance of these zones. Locating places and features accurately on maps because a focus.</p> <p>Pupils can: - Name and locate counties and cities of the UK. - Locate the world's countries. - Explore Europe's regions and human and physical features. - Identify the position and significance of latitude and longitude.</p>
		<p>Pupils begin to:</p> <ul style="list-style-type: none"> -Name and locate the four countries making up the British Isles, with their capital cities. -Name the surrounding seas of the United Kingdom. -Talk about the main features of each of the four countries that make up the United Kingdom. -Name the seven continents and five oceans. 		
Key vocabulary	School, map, environment, observe, similar, different, world, country, explore, community, route and seasons.	Building on Early years - United Kingdom, oceans, cities, continents, countries, human and physical features, map, globe, locality, and world.		Building on Key Stage 1 - Country, region, country, city, rural, urban, town, coast, human and physical features.

	Early Years	Year 1	Year 2
Place knowledge	<p>During Early Years – Pupils will explore and describe the natural world around them and begin to recognise that some environments are different from the one in which they live. Pupils will use maps to locate key and familiar places in addition to exploring locations further afield in which link to topics i.e. Magic Carpet, visiting India. Pupils will recognise some similarities and differences between life in this country and life in other countries i.e. culture, climate, food, clothes, celebrations, transport etc.</p> <p>By the end of Early Years – ELG – Understanding the World</p> <p>The Natural World Pupils will explore the natural world around them. Pupils will know some similarities and differences between the natural world and contrasting environments, drawing on experiences and what has been read in class.</p> <p>People, Culture and Communities Pupils will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Pupils will explain some similarities between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p> <p>By the end of EY – ELG – Communication and Language</p> <p>Pupils will participate in small group, class and one to one discussions, offering ideas and using recently introduced vocabulary.</p>	<p>By the end of Key Stage 1: <i>Pupils begin to compare places in the UK with a place outside of the UK. Pupils apply the skills of observing similarities and differences to places as well as people.</i></p>	
		<p>Pupils begin to:</p> <ul style="list-style-type: none"> -Recognise similarities and differences between Portsmouth and Iceland. -Talk about people and places within my local environment. - Compare and contrast polar regions. - Identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area. 	<p>Pupils can confidently:</p> <ul style="list-style-type: none"> -Compare and contrast a local City/town in England with a contrasting city in a different country – Egypt. - Compare and contrast polar regions. - Identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area.
Key vocabulary	School, map, environment, observe, similar, different, world, country, explore, community, route and seasons.	Building on Early Years – polar regions, North pole, South pole, compare, similarities, differences, human and physical features, climate, locality, habitat, conditions and environment.	
			<p>Lower key stage 2: <i>Pupils develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</i></p> <p>Pupils can:</p> <ul style="list-style-type: none"> -Explore the similarities and differences between regions of the UK. -Explore the similarities and differences between a region of the UK and a region of Europe.
			Building on Key Stage 1 – Regions, Europe, similarities, differences, compare, human and physical features.

	Early Years	Year 1		Year 2
<p>Human and Physical Geography</p> <p><i>During Early Years - Pupils will be taught about places in the world that contrast with locations they know well. Pupils will use their senses to explore the natural world around them and discuss how we can care for our world. Pupils will have opportunities to note and record the weather, listen to stories about the changing seasons and learn how animals behave differently as the seasons change. Pupils will also observe and interact with natural processes such as ice melting.</i></p> <p>By the end of EY - ELG - Understanding the World</p> <p>The Natural World - Pupils will explore the natural world around them, making observations. Pupils will know some similarities and differences between the natural world around them and contrasting environment, drawing on their experiences and what has been read in class. Pupils will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>People Culture and Communities - Pupils will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>By the end of EY - ELG - Communication and Language</p> <p>Pupils will offer explanations for why things might happen, making use of recently introduced vocabulary from stories. Pupils will participate in small group, class and one to one discussions, offering ideas and using recently introduced vocabulary.</p>	<p><i>During Early Years - Pupils will be taught about places in the world that contrast with locations they know well. Pupils will use their senses to explore the natural world around them and discuss how we can care for our world. Pupils will have opportunities to note and record the weather, listen to stories about the changing seasons and learn how animals behave differently as the seasons change. Pupils will also observe and interact with natural processes such as ice melting.</i></p> <p>By the end of EY - ELG - Understanding the World</p> <p>The Natural World - Pupils will explore the natural world around them, making observations. Pupils will know some similarities and differences between the natural world around them and contrasting environment, drawing on their experiences and what has been read in class. Pupils will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>People Culture and Communities - Pupils will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>By the end of EY - ELG - Communication and Language</p> <p>Pupils will offer explanations for why things might happen, making use of recently introduced vocabulary from stories. Pupils will participate in small group, class and one to one discussions, offering ideas and using recently introduced vocabulary.</p>	<p>By the end of Key Stage 1:</p> <p><i>Pupils are able to identify, name and describe the human and physical features within Geography.</i></p>		<p>Lower Key Stage 2:</p> <p><i>Pupils have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact humans have on the Earth.</i></p> <p>Pupils can:</p> <ul style="list-style-type: none"> -Understand the key aspects of volcanoes and earthquakes. - Begin to understand the human geography of an area looking at land uses with a focus on tourism.
		<p>Physical Geography</p>	<p>Physical Geography</p>	
		<p>Pupils begin to:</p> <ul style="list-style-type: none"> -Use geographical vocabulary to refer to physical features. <p>Beach, coast, forest, hill, mountain, sea, river, weather,</p>	<p>Pupils can confidently:</p> <ul style="list-style-type: none"> -Use geographical vocabulary introduced in Year 1 and build upon these learning about - beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather. -Pupils begin to understand the processes that give rise to key physical geographical features of the world, how they are interdependent and how they bring about change over time. 	
		<p>Human Geography</p>	<p>Human Geography</p>	
		<p>Pupils begin to:</p> <ul style="list-style-type: none"> -Use geographical vocabulary to refer to human features i.e., city, town, village, house, and shop. 	<p>Pupils can confidently:</p> <ul style="list-style-type: none"> -Use geographical vocabulary introduced in Year 1 and build upon these learning about - city, town, village, factory, farm, house, office, port, harbour and shop. -Pupils begin to understand the processes that give rise to key human geographical features of the world, how they are interdependent and how they bring about change over time. 	
		<p>Weather, climate and physical events</p>	<p>Weather, climate and physical events</p>	
<p>Pupils begin to:</p> <ul style="list-style-type: none"> -Identify seasonal and daily weather patterns in the United Kingdom. -Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles. 	<p>Pupils can confidently:</p> <ul style="list-style-type: none"> -Identify seasonal and daily weather patterns in the United Kingdom. - Identify hot and cold areas of the world in relation to the Equator and the North and south poles. 			

	Early Years	Year 1	Year 2	
Geographical skills and Fieldwork	<p>During Early Years – Pupils will draw information from a simple map and their attention will be drawn to their immediate environment and new vocabulary introduced linked to this. Pupils will become familiar with the school grounds and local area noticing key features along the way. Pupils will have opportunities to use maps and draw their own maps of their environment and maps linked to imaginary story settings in which they are familiar with.</p> <p>By the end of EY - ELG - Understanding the World</p> <p>The Natural World – Pupils will explore the natural world around them, making observations.</p> <p>People Culture and Communities – Pupils will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>By the end of EY - ELG - Communication and Language</p> <p>Pupils will offer explanations for why things might happen, making use of recently introduced vocabulary from stories.</p>	<p>By the end of Key Stage 1: Pupils are able to begin to use maps to locate places and name features using keys and symbols. Pupils begin to look at how the environment has changed over time.</p>		<p>Lower Key Stage 2: Pupils begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>Pupils can: -Use maps and atlases to find and plot countries / cities of the UK and Europe. -Use symbols on a map to identify key physical features of an area. -Use fieldwork to observe and record human and physical features of the local area through the use of surveys and sketch maps. -Use 8 points of a compass.</p>
		Map skills	Map skills	
		Pupils begin to: -Use maps, atlases, globes and Google Earth to locate countries and cities. - Use maps to identify places in the UK. -Use aerial images to recognise landmarks and basic physical features. - Create a simple map of their local environment / imaginary place and label. - Use a simple key to recognise physical and human features on a map. - Follow maps around the school and local area. - Use simple grid reference (A1, B1)	Pupils confidently: -Use maps, atlases, globes and Google Earth to locate countries, oceans and cities studied. -Use aerial images and plan perspectives to recognise landmarks and basic physical geography - Device a simple map and construct basic symbols in a key. -Follow a route on a map when exploring the local area. - Use and create simple grid reference (A1, B1)	
		Directions	Directions	
		Pupils begin to: -Use directional language to describe the location of features and routes on a map- Near, far, left and right, up, down, forwards and backwards.	Pupils confidently: -Use directional language to describe the location of features/routes on maps. Pupils begin to: -Use simple compass directions (North, South, East, and West) to help them describe the location of features and routes on a map.	
		Fieldwork and presenting	Fieldwork and presenting	
		Pupils begin to: -Use simple fieldwork to observe, measure and record the human and physical features from the school grounds and the surrounding area. - Collect and communicate their data from fieldwork studies effectively.	Pupils confidently: -Use fieldwork to observe, measure and record human and physical features in the local area. -Collect, analyse and communicate in a variety of ways a range of data gathered through fieldwork.	
Key vocabulary	Views, maps, environment, buildings, school, open space, roads, street name, place, city,	Building on Early Years - Compass, North, South, East, West, globes, navigate, location, direction, route, atlas, globe, countries, continents, symbols, keys.	8 points of a compass, observe, record, analyse, surveys, sketch, plot, fieldwork.	