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|   | **Nursery**  | **Reception**  |  | **Year 1**  |  | **Year 2**  | **End of Key Stage Expectations**  |
| **Location Knowledge** |   | To talk about similarities and differences in relation to places, objects, materials and living things (Knowledge and Understanding of the World ELG)  |  | Can I recognise similarities and difference in my immediate environment? Can I name the countries making up the British Isles, with their capital cities? Can I locate the four countries which make the British Isles and know the main river running through each country? Can I **Ask question** about the weather and seasons? Can I **Observe and record**?   |  | Can I name the surrounding seas of the United Kingdom?Can I us a globe to locate and name the continents of the world?Can I locate and label the five oceans?   | **Pupils should be taught to**: Name 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.  Understand geographical similarities and differences through studying the human and physical geography of a  |

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|  **Place Knowledge** | Notices detailed features of objects in their environment (22-36). Can talk about some of the things they have observed such as plants, animals, natural and found objects (30­50). | I can talk about the features of my own immediate environment and how environments might vary from one another (World ± ELG).                    |    | Can I talk about where I live? Can I compare England with a contrasting Country in the world? Can I use basic geographical vocab when describing a place? E.g. city town, village, factory, farm, house and shop.  |    | Can I compare a local City/town in England with a contrasting city in a different country by asking and answering geographical questions?  | Small area of the United Kingdom, and of a small area in a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas to 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. 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  |
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|  **Physical and Human Geography Geography** |  Looks closely aat asimilarities aand ddifferences, patterns and change (40-­60).  | To make observations of the environment and explain why some things occur and talk about changes (Knowledge and Understanding of the World ELG).            |   | Weather- where in the world is cold?Discussing in relation to the equator. Seasons-how they change. Comparing and Contrasting a farm with the seaside. Can I **Express opinions** about the seasons and **relate the changes** to changes in clothing and activities e.g. winter - coat, summer - t­shirts?  |  | Weather- where in the world is cold?Discussing in relation to the equator and the North/South Poles. Weather in the UK- Identify patterns. Hot in Summer. Start to look at why patterns are starting to become lesson common due to global warming. Compare and Contrast two British localities. Can I make predictions of the hottest places in the world using knowledge of the equator?   | and right], to describe the location of features and routes on a map.  |
| **Geographical Skills and Field Work** | Enjoys playing with small world models such as farm, a garage or a train track (22-36). Uses positional language (30-50).  | Children use everyday language to talk about positions and distance to solve problems.Can describe their relative position such as behind or next to (40-­60).  |  | Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied? Can I use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies?   |  | Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied?  Can I use four points of a compass t to build their knowledge of the United Kingdom and where Royton is in relation to the rest of the British Isles?  |