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|  | *Reception* | *Year 1* | *Year 2* |

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| **Location / Place Knowledge** | **Locational Knowledge**  To talk about some of the things they have observed in the environment such as plants and animals  To talk about the features of their own immediate environment and how environments might vary from one another.  To observe changes in the outdoor environment  **Place Knowledge**  To comment and ask questions about aspects of their familiar world, such as the place where they live  To know about similarities and differences between places and communities  To know about similarities and differences in relation to places and objects. | Name and locate local city (London) and town (Leatherhead)  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Observe and describe the human and physical geography of a small area of the United Kingdom.  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 non-European country. | Name and locate the world’s seven continents and five oceans.  Compare the geographical similarities and differences of the local area and the Isle of Coll. |
| **Human and Physical Geography** | **Human and Physical Geography**  To talk about some of the things they have observed in the environment such as natural and found objects including plants and animals  To comment and ask questions about aspects of their familiar world, such as the natural world  To talk about why things, happen and how things work.  To develop an understanding of growth, decay and changes over time.  To show care and concern for living things and the environment.  To look closely at similarities,differences, patterns and change.  To know about similarities and differences between themselves and others, and among families, communities and traditions.  To know about similarities and differences in relation to materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. | Identify seasonal/daily weather patterns in the UK 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 physical features of their school and its grounds and of the surrounding environment.  To think about the impact that humans have on different environments | Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)  and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country. |

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| **Skill** | **Reception** | **Year 1** | **Year 2** |
| **Geographical Skills and Fieldwork** | **Geographical Enquiry**  Pupils develop a knowledge about understanding of the world around them.  Pupils develop a knowledge about people and communities.  To draw a simple map of something familiar to them | Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.  Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. This is done with both the local area and Brazil/Amazon rainforest.  Use simple fieldwork and observational skills to study the geography of their school and its grounds. | Use maps, atlases and globes to identify the continents and oceans studied at this key stage.  Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Begin to use eight points of a compass.  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. |