

KEY SKILLS / KNOWLEDGE IN GEOGRAPHY



	CUBS (22-36m)	BEARS (30-50m)	RECEPTION (40-60m)	YEAR 1	YEAR 2
AUT 1	<ul style="list-style-type: none"> Notice detailed features of their environment 	<ul style="list-style-type: none"> Talk about things they have observed Comments and ask questions about own community 	<ul style="list-style-type: none"> Talk and ask questions about own community Look at changes in weather Seasons 	<p>HUMAN AND PHY GEOG: To identify seasonal and daily weather patterns in the UK, the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>To identify key human features</p> <p>GEOG SKILLS: to use aerial photographs and devise a simple map</p>	<p>LOCATIONAL KNOWLEDGE: 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 and its surrounding seas</p> <p>PLACE KNOWLEDGE: Understand geographical similarities and differences</p> <p>HUMAN AND PHY GEOG 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</p> <p>Use basic geographical vocabulary</p>
AUT 2	<ul style="list-style-type: none"> Knowing the difference of 'inside' and 'outside' Enjoy looking at picture books related to transport environment. 	<ul style="list-style-type: none"> Aware of their local environment, can name local amenities, shop, Tesco, home, doctors. 	<ul style="list-style-type: none"> Talk about weather and changes in the season. Vocabulary: winter, season, spring, summer, autumn. Walk to the post office, elderly peoples home – say what they liked and didn't like. 	<p>HUMAN AND PHY GEOG: To identify seasonal and daily weather patterns in the United Kingdom</p> <p>GEOG SKILLS: To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map</p>	<p>LOCATIONAL KNOWLEDGE: To name, locate and identify characteristics of the four countries and capital cities of the UK</p> <p>use basic geographical vocabulary</p> <p>GEOG SKILLS: To 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</p> <p>use simple fieldwork and observational skills</p>
SPR 3	<ul style="list-style-type: none"> Enjoy looking at picture books related to transport environment – begin to name key features from books – tree, car, road, name animals. Name Tesco, McDonalds, Doctors. 	<ul style="list-style-type: none"> Begin to understand and talk about where food comes from, say 'garden, ground, mud, soil' Recalls visiting a shop from previous experience. 	<ul style="list-style-type: none"> Walk to the canal, name key features of the environment: canal, bridge, round about, zebra crossing. Say what they liked/disliked and why. Draw maps of walk. Talk about people in the community that help- 'dust bin men, doctors, fire fighters'. 	<p>LOCATIONAL KNOWLEDGE:</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>HUMAN AND PHY GEOG:</p> <p>To identify seasonal and daily weather patterns in the United Kingdom</p> <p>To use basic geographical vocabulary</p>	<p>LOCATIONAL KNOWLEDGE:</p> <p>To name and locate 7 continents and 5 oceans</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>PLACE KNOWLEDGE:</p> <p>To 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> <p>HUMAN AND PHY GEOG:</p> <p>To identify seasonal and daily weather patterns in the United Kingdom</p> <p>To use basic geographical vocabulary</p> <p>To identify key human features</p> <p>GEOG SKILLS:</p> <p>Use world maps, atlases and globes</p> <p>Use simple compass directions and locational and directional language</p> <p>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</p>
SPR 4	<ul style="list-style-type: none"> Begin to name objects in the environment they see, grass, flower, and tree. 	<ul style="list-style-type: none"> Identify and name parts of a farm: barn, pond, field, farm house, road. 	<ul style="list-style-type: none"> Walk to the woods, name key features of the environment: church, road, wood, forest, round about, zebra crossing. Say what they liked/disliked and why. Draw maps of walk. Talk about people in the community that help- 'dust bin men, doctors, fire fighters'. 	<p>LOCATIONAL KNOWLEDGE:</p> <p>To name and locate the world's seven continents and five oceans</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>LOCATIONAL KNOWLEDGE: 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 and its surrounding seas</p> <p>HUMAN AND PHY GEOG SKILLS:</p> <p>Use world maps, atlases and globes</p> <p>Use simple compass directions and locational and directional language</p>
SUM 5	<ul style="list-style-type: none"> Begin to more independently name objects in the environment they see, grass, flower, and tree. Repeat vocabulary – sea, water. 	<ul style="list-style-type: none"> Draw a map of their journey to school. Understand the use of a map. Walk to the local post office and talk about what they see, what they like, don't like. Vocabulary: post box, road, pavement, map. 	<ul style="list-style-type: none"> Walk to the canal, name key features of the environment: canal, bridge, round about, zebra crossing. Say what they liked/disliked and why. Draw maps of walk. Talk about people in the community that help- 'dust bin men, doctors, fire fighters'. 	<p>PLACE KNOWLEDGE:</p> <p>To 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> <p>HUMAN AND PHYSICAL GEOG:</p> <p>To use basic geographical vocabulary</p> <p>To name key human features</p>	<p>LOCATIONAL KNOWLEDGE:</p> <ul style="list-style-type: none"> To name and locate the world's seven continents and five oceans <p>PLACE KNOWLEDGE:</p> <ul style="list-style-type: none"> To 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"> To 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

					<ul style="list-style-type: none"> ▪ To 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 <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> ▪ To 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 ▪ To 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 ▪ To 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
SUM 6	<ul style="list-style-type: none"> • Know that leaves come off the trees, rain comes out of the clouds. • Be able to say how they got to nursery –walk, car. • Identify vehicles – places to go on holiday. • Purposefully use small world play – farm animals live in a farm. 	<ul style="list-style-type: none"> • Talk about holidays and visiting the sea side – vocabulary: land, sand , sea, ocean. • Talk about what they will see on their holidays. 	<ul style="list-style-type: none"> • Describe how different holiday destinations are similar and different. • Robots going on journeys into space – exploring planets. 	<p>HUMAN AND PHYSICAL GEOGRAPHY:</p> <ul style="list-style-type: none"> • To 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 <p>GEOGRAPHICAL SKILLS AND FIELDWORK:</p> <ul style="list-style-type: none"> ▪ To 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"> • To name and locate the world's seven continents and five oceans <p>PLACE KNOWLEDGE:</p> <ul style="list-style-type: none"> • To 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"> • To 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 • To 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 <p>GEOGRAPHICAL SKILLS AND FIELDWORK:</p> <ul style="list-style-type: none"> • To 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 • To 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 • To 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