



## Leavening Community Primary School Geography Subject Overview

*'Geography is a subject which holds the key to our future.'*

*Michael Palin.*

### Progression of Skills for EYFS

#### The characteristics of effective teaching and learning

**In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:**

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

**(Taken from the Statutory Framework for the EYFS)**

#### Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**(Taken from the EYFS Statutory Educational Programme)**



## Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

(Taken from the EYFS Statutory Educational Programme)

### Geography in Nursery

#### Three and Four-Year-Olds

##### Mathematics

- Understand position through words alone. For example, "The bag is under the table," - with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

##### Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

### Geography in Reception

#### Reception

##### Understanding the World

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

##### ELG

##### Understanding the World

##### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.





3 & 4-year-olds will be learning to:

Examples of how to support this:

Understand position through words alone – for example, “The bag is under the table,” –with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Discuss position in real contexts. Suggestions: how to shift the leaves **off** a path, or sweep water away **down** the drain.

Use spatial words in play, including ‘in’, ‘on’, ‘under’, ‘up’, ‘down’, ‘besides’ and ‘between’. Suggestion: “Let’s put the troll under the bridge and the billy goat beside the stream.”

Take children out to shops or the park: recall the route and the order of things seen on the way.

Set up obstacle courses, interesting pathways and hiding places for children to play with freely.



3 & 4-year-olds will be learning to:

Examples of how to support this:

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Provide interesting natural environments for children to explore freely outdoors.

Make collections of natural materials to investigate and talk about. Suggestions:

- contrasting pieces of bark
- different types of leaves and seeds
- different types of rocks
- different shells and pebbles from the beach

Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.

Encourage children to talk about what they see.

Model observational and investigational skills. Ask out loud: “I wonder if...?”

Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.

## The Natural World

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.



Children in reception will be learning to:

Examples of how to support this:

Draw information from a simple map.

Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.

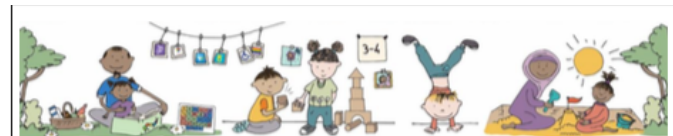
Familiarise children with the name of the road, and or village/town/city the school is located in.

Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.





3 & 4-year-olds will be learning to:	Examples of how to support this:
Begin to understand the need to respect and care for the natural environment and all living things.	<ul style="list-style-type: none"> <li>observe an apple core going brown and mouldy over time</li> <li>help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs.</li> </ul> <p>Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things.</p> <p>Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.</p>



3 & 4-year-olds will be learning to:	Examples of how to support this:
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<p>Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.</p> <p>Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</p>

(Taken from the 'Working with the revised Early Years Foundation Stage Principles into Practice' by JULIAN GRENIER')



Children in reception will be learning to:	Examples of how to support this:
Recognise some similarities and differences between life in this country and life in other countries.	<p>Teach children about places in the world that contrast with locations they know well.</p> <p>Use relevant, specific vocabulary to describe contrasting locations.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom, listen to what children say about what they see.</p> <p>Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</p>
Explore the natural world around them.	<p>Provide children with have frequent opportunities for outdoor play and exploration.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>



Children in reception will be learning to:	Examples of how to support this:
	<p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</p> <p>After close observation, draw pictures of the natural world, including animals and plants.</p> <p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p>





Children in reception will be learning to:

Examples of how to support this:

Recognise some environments that are different to the one in which they live.

Teach children about a range of contrasting environments within both their local or national region.

Model the vocabulary needed to name specific features of the natural world, both natural and man-made.

Share non-fiction texts that offer an insight into contrasting environments.

Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

(Taken from the 'Working with the revised Early Years Foundation Stage Principles into Practice' by JULIAN GRENIER')

## Geography in KS1

### Key Stage One:

#### National Curriculum Requirements of Geography

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

#### Locational Knowledge

Pupils should be taught to:



- name and locate the world's 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.

### **Place Knowledge**

#### **Pupils should be taught 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.

### **Human and Physical Geography**

#### **Pupils should be taught 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;

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.

### **Geographical Skills and Fieldwork**

#### **Pupils should be taught 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;
- 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;
- 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
- 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.



## **Geography in KS2**

### **Key Stage Two:**

#### **National Curriculum Requirements of Geography**

- Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.
  - They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

#### **Locational Knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
  - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
  - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### **Place Knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

#### **Human & Physical Geography**

- describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
  - Geographical skills and fieldwork
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



## Threshold Concepts for Geography

Locational Knowledge

Place knowledge

Human and Physical Geography

Skills

Mapping

Fieldwork

Enquiry and Investigation

Communication

Use of ICT/technology

## Types of Geography Knowledge

The geography curriculum in schools identifies the knowledge and skills that pupils are to learn. Like many subjects, knowledge in geography can be organised into 2 forms:

- **Substantive knowledge** sets out the content that is to be learned. The national curriculum and other geography education literature presents this through 4 interrelated forms:
  - locational knowledge
  - place knowledge
  - human and physical processes (the geography community also includes 'environmental' as part of this)
  - geographical skills.



- **Disciplinary knowledge** considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers.
- Geographical expertise is built on **substantive geographical knowledge**. Drawing from the breadth of concepts gives pupils the knowledge they need to appreciate the whole domain of geography.

Looking at each form of **substantive knowledge** in turn demonstrates both the substance of each and the relationships between them, as illustrated in the graphic below.



### Disciplinary knowledge

In geography, unlike some other subjects, there is not a commonly held view on what disciplinary knowledge is. **Disciplinary knowledge** can be viewed as the connection between the academic discipline and the school subject. As the scope of geography is complex, so the discipline is too. Broadly, disciplinary knowledge introduces pupils 'to specialised forms of knowledge, modes of thought and experience, which are the symbolic products of past human endeavours to better know the world and the people within it'.

\*Taken from the 'Research review series: Geography (June 2021)'



# Geography in KS1

## Locational Knowledge:

- Name and locate the world's 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.

## Place knowledge:

- Small area of the United Kingdom.
- Small area in a contrasting non-European country.

## Human and Physical Geography:

- 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.
  - 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

## Skills

### Mapping:

- Use a range of maps and globes (including picture maps) at different scales.
  - Use vocabulary such as bigger/smaller, near/far.
- Know that maps give information about places in the world (where/what?).
  - Locate land and sea on maps.
  - Use large scale maps and aerial photos of the school and local area.
  - Recognise simple features on maps e.g. buildings, roads and fields.
  - Follow a route on a map starting with a picture map of the school.
    - Recognise that maps need titles.
  - Recognise landmarks and basic human features on aerial photos.
    - Know which direction is North on an OS map.
  - Draw a simple map e.g. of a garden, route map, place in a story.
    - Use and construct basic symbols in a map key.
    - Know that symbols mean something on maps.
    - Find a given OS symbol on a map with support



- Begin to realise why maps need a key.
- Look down on objects and make a plan e.g. of the classroom or playground.

### Fieldwork:

- Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.
  - Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.
    - Use simple compass directions (NSEW).
  - Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.
    - Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.

### Enquiry and Investigation:

- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment
  - e.g. 'What is it like to live in this place?'
  - Investigate through observation and description.
  - Recognise differences between their own and others' lives.

### Communication:

- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
  - Notice and describe patterns.
  - Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.
- Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)
- Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.
  - Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.

### Use of ICT/technology:

- Use simple electronic globes/maps.
  - Do simple searches within specific geographic software.
    - Use a postcode to find a place on a digital map.
    - Add simple labels to a digital map.
  - Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.
    - Use programmable toys or sprites to move around a course/screen following simple directional instructions.
- Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.
  - Describe and label electronic images produced.



## Geography in Lower KS2

### Locational knowledge:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.
  - Name and locate counties and cities of the United Kingdom.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

### Place knowledge:

- A region of the United Kingdom.
- A region in a European country.
- A region within North or South America.

### Human and Physical Geography:

- Describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food,
    - minerals and water.

## Skills

### Mapping:

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
  - Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
    - Use maps at more than one scale.
    - Recognise that larger scale maps cover less area.
      - Make and use simple route maps.
  - Recognise patterns on maps and begin to explain what they show.
    - Use the index and contents page of atlases.
    - Label maps with titles to show their purpose
    - Recognise that contours show height and slope.
  - Use 4 figure coordinates to locate features on maps.
  - Create maps of small areas with features in the correct place.



- Use plan views.
- Recognise some standard OS symbols.
- Link features on maps to photos and aerial views.
- Make a simple scaled drawing e.g. of the classroom.
- Use a scale bar to calculate some distances
- Relate measurement on large scale maps to measurements outside.

### Fieldwork:

- Use the eight points of a compass.
- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.
- Make links between features observed in the environment to those on maps and aerial photos.

### Enquiry and Investigation:

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes
  - Make comparisons with their own lives and their own situation.
  - Show increasing empathy and describe similarities as well as differences.

### Communication:

- Identify and describe geographical features, processes (changes), and patterns.
- Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.
  - Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.
- Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.

### Use of ICT/technology:

- Use the zoom facility on digital maps to locate places at different scales.
- Add a range of text and annotations to digital maps to explain features and places.
  - View a range of satellite images.
  - Add photos to digital maps.
  - Draw and follow routes on digital maps.
- Use presentation/multimedia software to record and explain geographical features and processes.
  - Use spreadsheets, tables and charts to collect and display geographical data.
  - Make use of geography in the news - online reports & websites



## Geography in Upper KS2

### Locational knowledge:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.
  - Name and locate counties and cities of the United Kingdom.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

### Place knowledge:

- A region of the United Kingdom.
- A region in a European country.
- A region within North or South America.

### Human and Physical Geography:

- Describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

## Skills

### Mapping:

- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
  - Relate different maps to each other and to aerial photos.
- Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.
  - Choose the most appropriate map/globe for a specific purpose.
    - Follow routes on maps describing what can be seen.
    - Interpret and use thematic maps.
  - Understand that purpose, scale, symbols and style are related.
    - Recognise different map projections.
  - Identify, describe and interpret relief features on OS maps.
    - Use six figure coordinates.



- Use latitude/longitude in a globe or atlas.
- Create sketch maps using symbols and a key.
- Use a wider range of OS symbols including 1:50K symbols.
- Know that different scale OS maps use some different symbols.
- Use models and maps to discuss land shape i.e. contours and slopes.
  - Use the scale bar on maps.
  - Read and compare map scales.
  - Draw measured plans.

### Fieldwork:

- Use eight cardinal points to give directions and instructions.
- Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.
- Interpret data collected and present the information in a variety of ways including charts and graphs.

### Enquiry and Investigation:

- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?
- Make predictions and test simple hypotheses about people and places.

### Communication:

- Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.
- Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.
- Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.
- Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.

### Use of ICT/technology:

- Use appropriate search facilities when locating places on digital/online maps and websites.
  - Use wider range of labels and measuring tools on digital maps.
  - Start to explain satellite imagery.
- Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.
  - Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.



- Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.
- Investigate electronic links with schools/children in other places e.g. email/video communication.

Understanding the World	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception
	<ul style="list-style-type: none"> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> <li>• Make connections between the features of their family and other families.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Continue developing positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> <li>• Make connections between the features of their family and other families.</li> <li>• Observe and talk about changes in the weather</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Talk about members of their immediate family and community. Understand that some places are special to members of their community.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice differences between people.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Use all their senses in hands on exploration of natural materials.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>

Mathematics  White Rose Maths Scheme is followed	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception	Nursery 1	Nursery 2	Reception
	<ul style="list-style-type: none"> <li>• Beginning to compare and recognise changes in numbers</li> <li>• Begins to say numbers in order.</li> <li>• Takes/ gives two or three objects from a group</li> <li>• Beginning to notice numerals</li> <li>• Beginning to count on their fingers</li> <li>• Responds to some spatial / positional language</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some number names.</li> <li>• Counts up to five items</li> <li>• Links numerals with amounts</li> <li>• Shows awareness of shape similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in subitising numbers to four or five</li> <li>• Uses spatial language</li> <li>• Spots patterns in the environment</li> <li>• Enjoys tackling problems involving prediction and comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in and anticipates repeated patterns</li> <li>• Explores differences in size, length etc.</li> <li>• Compares two small groups of up to five objects</li> <li>• Subitises one, two and three objects</li> </ul>	<ul style="list-style-type: none"> <li>• Explores and adds to simple linear patterns</li> <li>• Compares two small groups of up to five objects</li> <li>• Begin to recognise numerals 0 to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Estimates numbers of things</li> <li>• Increasingly confident at putting numerals in order 0 to 10</li> <li>• Counts out up to 10 objects from a larger group</li> <li>• Matches the numeral with a group of items)</li> <li>• Begins to conceptually subitise larger numbers</li> <li>• Chooses familiar objects to create and recreate repeating patterns</li> <li>• increasingly able to order and sequence events using everyday language related to time</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to learn numbers are made up of smaller numbers</li> <li>• Responds to and uses language of position</li> <li>• Chooses items based on their shape</li> <li>• Finds the longer or shorter, heavier etc</li> </ul>	<ul style="list-style-type: none"> <li>• Separates a group of three or four objects</li> <li>• Accurately predicts, moves and rotates objects</li> <li>• Recalls a sequence of events in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• Count beyond ten.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Compare length, weight and capacity.</li> </ul>



# See Nursery/EYFS Long Term Plan

On the Move	My Local Area	Growing	The World Around Us
<ul style="list-style-type: none"> <li>• How does my body move?</li> <li>• How many different ways can you move on your feet?</li> <li>• What sort of vehicles have you travelled in?</li> <li>• How do the different vehicles work?</li> <li>• How do the different vehicles move?</li> </ul>	<ul style="list-style-type: none"> <li>• What do the signs around us tell us?</li> <li>• Do all streets have names?</li> <li>• Why our village is called what it is?</li> <li>• Did anyone famous live in our village?</li> <li>• Is our village famous for something?</li> <li>• What is your favourite part of our village?</li> <li>• How does our village compare to other villages/towns around us?</li> </ul>	<ul style="list-style-type: none"> <li>• What grows in my garden?</li> <li>• Why are trees so big?</li> <li>• How can I grow my own vegetables?</li> <li>• Which fruits grow in our country and which do not?</li> <li>• How did it become a butterfly?</li> <li>• How do animals change as they grow?</li> <li>• What does everything need to help it grow?</li> </ul>	<ul style="list-style-type: none"> <li>• Where do you go on holiday when its holiday time?</li> <li>• Have you flown on an aeroplane?</li> <li>• Where do people go on their holidays?</li> <li>• What do people do on their holiday?</li> <li>• What clothes do we need for very hot days?</li> </ul>
Fire Engine visit Police car visit Trains Boats – Pirates Dance	Buildings Parks Shops • Easter	Butterfly garden Chicks Growing things in school garden.	Travel Different environments • Different animals
<ul style="list-style-type: none"> <li>• Journey by Aaron Becker</li> <li>• Whatever next?</li> <li>• The Train Ride</li> <li>• The Journey Home from Grandpa's</li> <li>• Duck in a Truck</li> <li>• We're Going on a Bear Hunt</li> <li>• Non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>• The Wheels on the Bus</li> <li>• Percy the Park Keeper</li> <li>• The three little Pigs</li> <li>• Goldilocks and the three bears</li> <li>• Non-fiction books</li> <li>• Building a home by Polly Faber</li> <li>• Last Stop on Market Street by Matt Pena, La, De</li> </ul>	<ul style="list-style-type: none"> <li>• Each Peach Pear Plum</li> <li>• Stuck</li> <li>• The Giving Tree</li> <li>• Jack and the Beanstalk</li> <li>• The Very Hungry Caterpillar</li> <li>• The Enormous Turnip</li> <li>• Pip &amp; Egg by Alex Latimer</li> <li>• The World Came to my Place Today by Dr Jo Readman</li> <li>• Non Fiction Books</li> </ul>	<ul style="list-style-type: none"> <li>• The Snail and the Whale</li> <li>• Busy Holiday</li> <li>• What the ladybird heard on Holiday</li> <li>• Mr Grumpy's Outing</li> <li>• Katie Morag; Island Stories</li> <li>• Handa's Surprise</li> <li>• The World Around Me by Charlotte Guilan</li> <li>• Home by Carson Ellis</li> <li>• My World, Your World by Melanie Walsh</li> </ul>



## Early Learning Goals for the end of year assessment

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> </ul> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate – where appropriate – key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number;</li> <li>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>



# Knowledge, skills & Understanding Breakdown

## Year 1

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"><li>• Can they say what they like about their locality?</li><li>• Can they sort things they like and don't like?</li><li>• Can they answer some questions using different resources, such as books, the internet and atlases?</li><li>• Can they think of a few relevant questions to ask about a locality?</li><li>• Can they answer questions about the weather?</li><li>• Can they keep a weather chart?</li></ul>	<ul style="list-style-type: none"><li>• Can they tell someone their address?</li><li>• Can they explain the main features of a hot and cold place?</li><li>• Can they describe a locality using words and pictures?</li><li>• Can they explain how the weather changes with each season?</li><li>• Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</li></ul>	<ul style="list-style-type: none"><li>• Can they begin to explain why they would wear different clothes at different times of the year?</li><li>• Can they tell something about the people who live in hot and cold places?</li><li>• Can they explain what they might wear if they lived in a very hot or a very cold place?</li></ul>	<ul style="list-style-type: none"><li>• Can they identify the four countries making up the United Kingdom?</li><li>• Can they name some of the main towns and cities in the United Kingdom?</li><li>• Can they point out where the equator, north pole and south pole are on a globe or atlas?</li></ul>



## Challenging

- |   |   |   |   |
|---|---|---|---|
| <ul style="list-style-type: none"><li>• Can they answer questions using a weather chart?</li><li>• Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</li></ul> | <ul style="list-style-type: none"><li>• Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?</li></ul> | <ul style="list-style-type: none"><li>• Can they name different jobs that people living in their area might do?</li></ul> | <ul style="list-style-type: none"><li>• Can they name a few towns in the south and north of the UK?</li></ul> |
|---|---|---|---|



# Knowledge, skills & Understanding Breakdown

## Year 2

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"><li>• Can they label a diagram or photograph using some geographical words?</li><li>• Can they find out about a locality by using different sources of evidence?</li><li>• Can they find out about a locality by asking some relevant questions to someone else?</li><li>• Can they say what they like and don't like about their locality and another locality like the seaside?</li></ul>	<ul style="list-style-type: none"><li>• Can they describe some physical features of their own locality?</li><li>• Can they explain what makes a locality special?</li><li>• Can they describe some places, which are not near the school?</li><li>• Can they describe a place outside Europe using geographical words?</li><li>• Can they describe some of the features associated with an island?</li><li>• Can they describe the key features of a place, using words like, beach, coast</li></ul>	<ul style="list-style-type: none"><li>• Can they describe some human features of their own locality, such as the jobs people do?</li><li>• Can they explain how the jobs people do may be different in different parts of the world?</li><li>• Do they think that people ever spoil the area? How?</li><li>• Do they think that people try to make the area better? How?</li><li>• Can they explain what facilities a town or village might need?</li></ul>	<ul style="list-style-type: none"><li>• Can they name the continents of the world and find them in an atlas?</li><li>• Can they name the world's oceans and find them in an atlas?</li><li>• Can they name the major cities of England, Wales, Scotland and Ireland?</li><li>• Can they find where they live on a map of the UK?</li></ul>



	forest, hill, mountain, ocean, valley?		
Challenging			
<ul style="list-style-type: none"> <li>• Can they make inferences by looking at a weather chart?</li> <li>• Can they make plausible predictions about what the weather may be like in different parts of the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they find the longest and shortest route using a map?</li> <li>• Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how the weather affects different people?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they locate some of the world's major rivers and mountain ranges?</li> <li>• Can they point out the North, South, East and West associated with maps and compass?</li> </ul>



# Knowledge, skills & Understanding Breakdown

## Year 3

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>Do they use correct geographical words to describe a place and the events that happen there?</li> <li>Can they identify key features of a locality by using a map?</li> <li>Can they begin to use 4 figure grid references?</li> <li>Can they accurately plot NSEW on a map?</li> <li>Can they use some basic OS map symbols?</li> <li>Can they make accurate measurement of distances within 100Km?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use maps and atlases appropriately by using contents and indexes?</li> <li>Can they describe how volcanoes are created?</li> <li>Can they describe how earthquakes are created?</li> <li>Can they confidently describe physical features in a locality?</li> <li>Can they locate the Mediterranean and explain why it is a popular holiday destination?</li> <li>Can they recognise the 8 points of the</li> </ul>	<ul style="list-style-type: none"> <li>Can they describe how volcanoes have an impact on people's lives?</li> <li>Can they confidently describe human features in a locality?</li> <li>Can they explain why a locality has certain human features?</li> <li>Can they explain why a place is like it is?</li> <li>Can they explain how the lives of people living in the Mediterranean would be different from their own?</li> </ul>	<ul style="list-style-type: none"> <li>Can they name a number of countries in the Northern Hemisphere?</li> <li>Can they locate and name some of the world's most famous volcanoes?</li> <li>Can they name and locate some well-known European countries?</li> <li>Can they name and locate the capital cities of neighbouring European countries?</li> <li>Are they aware of different weather in different parts of the world, especially Europe?</li> </ul>



compass (N, NW, W,  
S, SW, SE, E, NE)?

Challenging

• Can they work out how long it would take to get to a given destination taking account of the mode of transport?

• Can they explain why a locality has certain physical features?

• Can they explain how people's lives vary due to weather?

• Can they name the two largest seas around Europe?



# Knowledge, skills & Understanding Breakdown

## Year 4

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"><li>• Can they carry out a survey to discover features of cities and villages?</li><li>• Can they find the same place on a globe and in an atlas?</li><li>• Can they label the same features on an aerial photograph as on a map?</li><li>• Can they plan a journey to a place in England?</li><li>• Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?</li></ul>	<ul style="list-style-type: none"><li>• Can they describe the main features of a well-known city?</li><li>• Can they describe the main features of a village?</li><li>• Can they describe the main physical differences between cities and villages?</li><li>• Can they use appropriate symbols to represent different physical features on a map?</li></ul>	<ul style="list-style-type: none"><li>• Can they explain why people are attracted to live in cities?</li><li>• Can they explain why people may choose to live in a village rather than a city?</li><li>• Can they explain how a locality has changed over time with reference to human features?</li><li>• Can they find different views about an environmental issue? What is their view?</li><li>• Can they suggest different ways that a locality could be changed and improved?</li></ul>	<ul style="list-style-type: none"><li>• Can they locate the Tropic of Cancer and the Tropic of Capricorn?</li><li>• Do they know the difference between the British Isles, Great Britain and UK?</li><li>• Do they know the countries that make up the European Union?</li><li>• Can they name up to six cities in the UK and locate them on a map?</li><li>• Can they locate and name some of the main islands that surround the UK?</li><li>• Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</li></ul>



## Challenging

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|---|--|---|---|
| <ul style="list-style-type: none"><li>• Can they give accurate measurements between 2 given places within the UK?</li></ul> | <ul style="list-style-type: none"><li>• Can they explain how a locality has changed over time with reference to physical features?</li></ul> | <ul style="list-style-type: none"><li>• Can they explain how people are trying to manage their environment?</li></ul> | <ul style="list-style-type: none"><li>• Can they name the counties that make up the home counties of London?</li><li>• Can they name some of the main towns and cities in Yorkshire and Lancashire?</li></ul> |
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# Knowledge, skills & Understanding Breakdown

## Year 5

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"><li>• Can they collect information about a place and use it in a report?</li><li>• Can they map land use?</li><li>• Can they find possible answers to their own geographical questions?</li><li>• Can they make detailed sketches and plans; improving their accuracy later?</li><li>• Can they plan a journey to a place in another part of the world, taking account of distance and time?</li></ul>	<ul style="list-style-type: none"><li>• Can they explain why many cities of the world are situated by rivers?</li><li>• Can they explain how a location fits into its wider geographical location, with reference to physical features?</li><li>• Can they explain how the water cycle works?</li><li>• Can they explain why water is such a valuable commodity?</li></ul>	<ul style="list-style-type: none"><li>• Can they explain why people are attracted to live by rivers?</li><li>• Can they explain how a location fits into its wider geographical location, with reference to human and economical features?</li><li>• Can they explain what a place might be like in the future, taking account of issues impacting on human features?</li></ul>	<ul style="list-style-type: none"><li>• Can they name and locate many of the world's major rivers on maps?</li><li>• Can they name and locate many of the world's most famous mountain regions on maps?</li><li>• Can they locate the USA and Canada on a world map and atlas?</li><li>• Can they locate and name the main countries in South America on a world map and atlas?</li></ul>



## Challenging

- |   |  |   |  |
|---|--|---|--|
| <ul style="list-style-type: none"><li>• Can they work out an accurate itinerary detailing a journey to another part of the world?</li></ul> | <ul style="list-style-type: none"><li>• Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</li></ul> | <ul style="list-style-type: none"><li>• Can they report on ways in which humans have both improved and damaged the environment?</li></ul> | <ul style="list-style-type: none"><li>• Can they begin to recognise the climate of a given country according to its location on the map?</li></ul> |
|---|--|---|--|



# Knowledge, skills & Understanding Breakdown

## Year 6

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"><li>• Can they confidently explain scale and use maps with a range of scales?</li><li>• Can they choose the best way to collect information needed and decide the most appropriate units of measure?</li><li>• Can they make careful measurements and use the data?</li><li>• Can they use OS maps to answer questions?</li><li>• Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li></ul>	<ul style="list-style-type: none"><li>• Can they give extended descriptions of the physical features of different places around the world?</li><li>• Can they describe how some places are similar and others are different in relation to their human features?</li><li>• Can they accurately use a 4 figure grid reference?</li><li>• Can they create sketch maps when carrying out a field study?</li></ul>	<ul style="list-style-type: none"><li>• Can they give an extended description of the human features of different places around the world?</li><li>• Can they map land use with their own criteria?</li><li>• Can they describe how some places are similar and others are different in relation to their physical features?</li></ul>	<ul style="list-style-type: none"><li>• Can they recognise key symbols used on ordnance survey maps?</li><li>• Can they name the largest desert in the world?</li><li>• Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?</li><li>• Can they explain how the time zones work?</li></ul>



## Challenging

- |  |   |   |  |
|--|---|---|--|
| <ul style="list-style-type: none"><li>• Can they define geographical questions to guide their research?</li><li>• Can they use a range of self-selected resources to answer questions?</li></ul> | <ul style="list-style-type: none"><li>• Can they plan a journey to another part of the world which takes account of time zones?</li><li>• Do they understand the term sustainable development? Can they use it in different contexts?</li></ul> | <ul style="list-style-type: none"><li>• Can they explain how human activity has caused an environment to change?</li><li>• Can they analyse population data on two settlements and report on findings and questions raised?</li></ul> | <ul style="list-style-type: none"><li>• Can they name and locate the main canals that link different continents?</li><li>• Can they name the main lines of latitude and meridian of longitude?</li></ul> |
|--|---|---|--|