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| EYFS | Knowledge | Skills - Ideas | Vocabulary | Skills - Practical | | Skills - Evaluation |
| They talk about the features of their own immediate environment and how environments might vary from one another.  Children know about similarities and differences in relation to places, objects, materials and living things.  Children use everyday language to talk about position and distance. | **Specific teaching sequence for geography using Rosenshine’s principles in action:**  - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions  - Introduction of new learning and asking questions: introduction of skill  - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary  - Independent practise: children further develop the new skill  -Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary | Featherstone  England  different, similar, pattern, change | Locational knowledge | * They talk about the features of their own immediate environment and how environments might vary from one another. * Children know about similarities and differences in relation to places, objects, materials and living things. * Children use their positional language to describe where objects are in relation to one another. | * Children can discuss with each other or with an adult about their own environments and how they could be different to another. * Children can discuss with each other or an adult how places, living things, materials and objects are similar and different using their acquired geographical language. * Children can use their geographical language skills to talk about position and distance. |
| Place knowledge | * Children will be able to say where they live and where their school is. * They will know that they live in the country England. |
| Local  Community  **Building** e.g. house/church/shop  **Natural** e.g. grass/tree/sand  different, similar, pattern, change  view | Human and physical geography | * Use appropriate geographical vocabulary related to the topic (see vocabulary box). |
| Fieldwork skills | * Investigate their surroundings and discussing what they can see. * Community walks |
| To be able to contribute to making a whole class map based on a shared experience.  Children use everyday language to talk about position and distance. | Map  Environment  plan  position, behind, next to | Map skills | * They talk about the features of their own immediate environment and how environments might vary from one another.   -photographs  -videos  -walks in the community   * Children use their positional language to describe where objects are in relation to one another. | * Children can, with support, create a class map of an experience they have had whilst in school. * Children can use their geographical language skills to talk about position and distance. |

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| Year 1 | Knowledge | Skills - Ideas | Vocabulary | Skills - Practical | | Skills - Evaluation |
| Identify and describe where places are in the UK.  To be able to identify hot and cold parts of the world. | **Specific teaching sequence for geography using Rosenshine’s principles in action:**  - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions  - Introduction of new learning and asking questions: introduction of skill  - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary  - Independent practise: children further develop the new skill  -Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary | Featherstone  Country  City  Boundaries  Scale  Atlas | Locational knowledge | **Geography National Curriculum Links:**   * I can name the countries within the United Kingdom. * I can name the capital cities within the United Kingdom. * I can name the seas surrounding the United Kingdom. * I can begin to match boundaries, e.g. find the same boundary of a country on different scale maps of the UK. * I can begin spatially match places e.g. recognise UK on a small scale and larger scale map. | * Children can look at a map of the UK and talk about where different countries are. * Children can look at a map and tell each other, or an adult, where the hot and cold parts of the world are. * Children can recognise and discuss, with and adult, or with each other what human and physical features are using their acquired geographical language. |
| Place knowledge | * I can make simple comparisons between features of different places. |
| To be able to understand what is meant by human and physical features. | Compass  Human features  Physical features  Vegetation  Weather  Season | Human and physical geography | * I can use appropriate geographical vocabulary related to the topic (see vocabulary box). * I can recognise human and physical features in my local area. * I can recognise how places have become the way they are and how they continue to change. * I can identify and describe what places are like. * I can identify seasonal and daily weather patterns in the UK. |
| To be able to investigate their locality: school | Investigate  Surroundings  Observe  Scale | Fieldwork skills | * I can investigate my surroundings. * I can make observations about where things are e.g. around school and local area. * I can express my own views about various places and my local area. * I can follow and interpret simple scale drawings of the local area. | * Children can observe their own locality (school) and discuss what they have found out. * They can look at and discuss scale drawings. |
| To be able to make and read a simple plan.  To be able to read a map of the UK to identify its countries, capital cities and surrounding seas.  To be able to follow a simple map of the local area with support. | maps,  plan,  symbol,  atlas,  globe,  photographs,  address,  school | Map skills | * I can follow verbal directions including North, East, South and West. * I can understand simple maps and can attempt to make my own, real or imaginary. * I can create and use my own symbols on imaginary maps. * I can use a plan view. * I can use an infant atlas to locate places. * I can use NF books, stories, maps, pictures, photos as sources of information. * I can follow a route on a map using directional language such as near/far, left/right * I can explore an aerial photograph and try to identify known places with support. | * Children can look at and discuss, with an adult, or each other a simple plan then create their own in a group using their acquired geographical language. * Children can look at and discuss, with an adult, or each other a map of the UK and identify countries, capital cities and surrounding seas. * Children can follow a large scale map of their local area in groups with adult support and talk about its features, using their acquired geographical language. |

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| Year 2 | Knowledge | Skills - Ideas | Vocabulary | Skills - Practical | | Skills - Evaluation |
| Identify and describe where the seven continents are around the world.  Identify and locate the UK’s countries and capital cities. | **Specific teaching sequence for geography using Rosenshine’s principles in action:**  - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions  - Introduction of new learning and asking questions: introduction of skill  - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary  - Independent practise: children further develop the new skill  -Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary | Continent,  Oceans  Seas  World  British Isles  Compare | Locational knowledge | * I can name and locate the worlds’ seven continents * I can name and locate the worlds’ five oceans. * I can name and locate the capital cities of the United Kingdom and identify key landmarks from each place. * I can name, identify and locate the surrounding seas of United Kingdom. * I can match boundaries e.g. find the same boundary of a country on different scale maps, around the world. | * Children can look at a globe or map of the world and discuss, with an adult or each other, where the seven continents are. * Children can look at a globe or map of the world and discuss, with an adult or each other, where the UKs countries and capital cities are. |
| Place knowledge | * I can make more in depth comparisons between features of different places. * I can recognise how places are linked to other places in the world. * I can compare and contrast a small area of the United Kingdom with a small area of a non-European country. |
| To be able to understand and compare the human and physical features of the places that they study. | Equator  North Pole  South Pole  European  Features | Human and physical geography | * I can use appropriate geographical vocabulary related to the topic (see vocabulary box). * I can recognise human and physical features of non-European countries studied. * I can identify and locate the equator. * I can identify and locate the North and South Poles * I can identify hot and cold areas of the world in relation to the equator and the North and South Poles. | * Children can discuss, with an adult, or each other, what human and physical features are and can identify and compare the features of the places they study, using their acquired geographical language. |
| To be able to investigate their line of enquiry: school and local grounds. | Featherstone, investigate  Fieldwork, collect, record, observe, compass | Fieldwork skills | * I can begin to collect and record evidence with modelled support. * I can use simple fieldwork and observational skills to study my school and surrounding grounds. * I can make a simple scale drawing. | * Children can observe, collect and record evidence on a given format, about their locality (school) with modelled support. * Children can create, in groups, a simple scale drawing and talk about its features. |
| To be able to read a map of the UK to identify its countries, capital cities and surrounding seas.  To be able to read a map that shows the world’s seven continents and five oceans.  To be able to follow a simple map of the local area. | Aerial photograph, sketch map, locate, key, route, postcode, grounds | Map skills | * I can follow a given route on a map using North, East, South and West. * I can draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photo. * I can use an infant atlas and globes to locate place and discuss my findings relating to oceans, seas and boundaries. * I can use large scale maps. * I can use NF books, stories, maps, pictures, photos and internet as sources of information. * I can follow a route on a map using directional language such as near/far, left/right and understand how to use a key. * I can explore aerial photographs and can identify known places with independence. | * Children can look at a globe or map of the world and discuss, with an adult or each other, where the UKs countries, capital cities and surrounding seas are. * Children can look at, and discuss a map/ atlas that shows the world’s seven continents and five oceans. * Children can physically follow a simple map of the area using their locational language. |

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| Year 3 | Knowledge | Skills - Ideas | Vocabulary | Skills - Practical | | Skills - Evaluation |
| Identify and describe where the seven continents are around the world.  Identify and locate the UK’s countries and capital cities.  Study of human and physical geography of a region in Europe. | **Specific teaching sequence for geography using Rosenshine’s principles in action:**  - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions  - Introduction of new learning and asking questions: introduction of skill  - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary  - Independent practise: children further develop the new skill  -Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary | The UK and Continents as taught in KS1.  Vocabulary related to chosen European country. | Locational knowledge | * I can locate places on a larger scale map and identify where the equator, Northern and Southern Hemisphere and the countries that lie within them. | * Children can |
| Place knowledge | * I can identify significant places and environments. * I can identify and describe where places are around the world. * I can compare and contrast areas within the UK and a European country. | * Children can describe where the seven continents are around the world using their previously taught and newly acquired geographical language. * Children can use maps to identify and locate the UK’s countries and capital cities. * Children are able to study the human and physical geography of a region in Europe using maps and discussion using their geographical knowledge and vocabulary. |
| To be able to understand and apply their knowledge of human and physical features to a place of study, making connections between the features and their purpose. | **Types of settlement**  (rural, hamlet, dispersed, scattered, nucleated)  **Mountains** (convergent boundary, fold mountains)  **Introduction to climate zones:** Extreme environments hot, cold, rainforest, vast ice cover, dry, wet, desert | Human and physical geography | * I can use appropriate geographical vocabulary related to the topic. * I can locate the human and physical characteristics of a given non UK country. * I can recognise and describe key mountains around the world. * I can identify and learn about volcanoes and earthquakes. | * Children can understand and apply their knowledge of human and physical features to a place of study, making connections between the features and their purpose. |
| To be able to investigate their line of enquiry by comparing places within their study. | Featherstone, school, busy, quiet, building, playing field, playground, investigate, fieldwork, collect, record, observe  Analyse, draw conclusion, observe | Fieldwork skills | * I can begin to collect and record evidence. * I can analyse evidence and draw conclusions, e.g. make comparisons with two locations using photos, pictures, temperatures and location. * I can draw a sketch of a simple feature from an observation or photo. * I can make a map of a short route experienced with features in the correct order. | * Children can investigate and compare places they study by discussing the evidence they have collected. |
| To be able to read a map of the UK’s countries and cities.  To be able to read a world map to locate the world’s countries and understand the equator, northern and southern hemisphere, Arctic and Antarctic Circle.  To be able to follow a simple map of the local area, highlighting their route. | The UK and Continents as taught in KS1.  China, Antarctica, Brazil, Sahara, Skara-Brae, equator, Northern Hemisphere, Southern Hemisphere, environment | Map skills | * I can use eight compass points to follow or give directions using a known route. * I can use letters or number grid reference to locate features on a map. * I can use a junior atlas to locate places and begin to look at OS maps. * I can use large scale OS maps (approx. scale 1:1000) * I can use atlases to find out about other features of places e.g. mountains. * I can use NF books, stories, maps, pictures, photos and internet sources of information. * I can follow a route on a larger scale map. * I can begin to use maps sites on the internet, e.g. Google. * I can explore aerial photographs and identify known places and some less known places. | * Children can independently read a map of the UK’s countries and cities and can discuss using their previously taught and newly acquired geographical language.      * Children can independently read a world map to locate the world’s countries and can discuss using their previously taught and newly acquired geographical language.      * Children can independently or within a group follow a simple map of their local area and highlight their route. |