

EYFS	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.		
	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.	
			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.	
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	0-3 Years – N1 (Jan Nursery Starters)		3-4 Years – N1 (Jan Nursery Starters) & N2 (Sep Nursery Starters)		Reception
Locational Knowledge	To explore and respond to different natural phenomena in their setting and on trips.		To explore and respond to their immediate environment. To know the name of the school. To know that they live in East Dene.		To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. To know the name of the school and be able to find their way around the grounds. To know that they live in East Dene and that is part of Rotherham.
Place Knowledge			To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		To recognise some environments that are different to the one in which they live, drawing on their experiences and what has been read in class. To recognise 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.
Human and Physical Geography			To begin to understand the need to respect and care for the natural environment and all living things.		To understand some important processes and changes in the natural world around them, including the seasons.
Geographical Skills and Fieldwork	To explore natural materials, indoors and outside.		To understand position through words alone. For example, “The bag is under the table,” – with no pointing. To describe a familiar route. To discuss routes and locations, using words like ‘in front of’ and ‘behind’. To use all their senses in hands-on exploration of natural materials.		To use everyday language to talk about positions and distance to solve problems. To describe my relative position such as behind or next to. To explore the natural world around them. To draw information from a simple map.

	Year 1	Year 2	Year 3
Locational Knowledge	To name the continents of the world and locate them on a map with support. To name the world's oceans and locate them on a map. To name the four countries making up the British Isles, with their capital cities and locate them on a map. To name the surrounding seas of the United Kingdom. To talk about the main features of each of the four countries that make up the United Kingdom.	To name and locate the continents of the world on a map. To name the world's oceans and locate them on a map. To name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	To name and locate cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. To locate some of the world's countries and capitals focusing on Europe . To identify the significance of the Equator, Northern Hemisphere and Southern Hemisphere. To identify the position of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.
Place Knowledge	To talk about people and places within and beyond my local environment. To discuss the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	To compare a local city/town in England with a contrasting city in a non-European country. To identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	To describe some geographical similarities and differences between countries. To identify some of the main physical and human characteristics of the countries of Europe. To describe some geographical similarities and differences between a region in the United Kingdom and one in a European country and/or North America.
Human and Physical Geography	To identify land use around the school and surrounding environment. To talk about the human and physical features of British localities and/or a non-European locality. To talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis. To talk about hot and cold parts of the world. To use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.	To ask and answer some geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? To compare and contrast the human and physical features of a British locality with a different British locality and/or a non-European locality. To talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis with increasing confidence. To talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles. To use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.	To ask and answer some geographical questions about the physical and human characteristics of a location. To describe some key aspects of physical geography, including climate zones, biomes, vegetation belts, rivers, the water cycle, mountains, volcanoes and earthquakes. To describe and understand some key aspects of human geography
Geographical Skills and Fieldwork	To use simple maps and globes to recognise countries within the UK, some continents and identified oceans. To identify images which have been taken from above (aerial photos). To follow instructions responding to direction language: left, right, up, down, forwards, backwards. To learn and attempt to use the four points of a compass to describe the location of features on a map. To use a simple key to recognise physical or human features on a map. To create a simple map of the local environment. To use simple fieldwork to observe, measure and record the human and physical features in the school grounds.	To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate with accuracy countries of the UK including the capital cities, continents and identified oceans. To use aerial images to recognise landmarks and basic physical features. To learn and use the four points of a compass to describe the location of features on a map. To devise a simple map and construct basic symbols in a key. To use fieldwork to observe, measure and record the human and physical features in the local area.	To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in Europe. To use the four points of a compass, simple grid references, symbols and keys. To create maps of locations identifying some features using a key. To use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.

	Year 4	Year 5	Year 6
Locational Knowledge	To name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. To locate most of the world's countries and capitals focusing on Europe. To identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.	To identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers) and land-use patterns. To name and locate some of the world's countries and capitals focusing on North and South America. To identify many human and physical characteristics of the world's countries and cities, including hills, mountains, rivers, key topographical features and land-use patterns and understand how some of these aspects have changed over time. To identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. To identify the position of the Prime/Greenwich Meridian and time zones (including day and night).	To identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers) and land-use patterns and understand how some of these aspects have changed over time. To name and locate many of the world's countries and cities focusing on North and South America. To identify many human and physical characteristics of the world's countries and cities, including hills, mountains, rivers, key topographical features and land-use patterns and understand how some of these aspects have changed over time. To identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. To identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).
Place Knowledge	To describe many geographical similarities and differences between countries. To identify many of the main physical and human characteristics of the countries of Europe. To describe many geographical similarities and differences between a region in the United Kingdom and one in a European country and/or North America.	To understand some of the reasons for geographical similarities and differences between countries. To discuss how locations around the world are changing and explain some of the reasons for change. To identify some of the physical and human characteristics of the countries of North and South America. To describe some geographical similarities and differences between a region in the United Kingdom and one in a South American country. To discuss geographical diversity across the world.	To explain and discuss a range of reasons for geographical similarities and differences between countries. To explain how locations around the world are changing and explain many of the reasons for change. To identify many of the physical and human characteristics of the countries of North and South America. To describe many geographical similarities and differences between a region in the United Kingdom and one in a South American country. To describe geographical diversity across the world.
Human and Physical Geography	To ask and answer many geographical questions about the physical and human characteristics of a location. To describe many key aspects of physical geography, including climate zones, biomes, vegetation belts, rivers, the water cycle, mountains, volcanoes and earthquakes. To describe and understand many key aspects of human geography.	To ask and answer many geographical questions about the physical and human characteristics of a location. To describe and understand many key aspects of physical geography. To describe and understand many key aspects of 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.	To ask and answer a diverse range of geographical questions about the physical and human characteristics of a location. To describe and understand most key aspects of physical geography. To describe and understand most key aspects of 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	To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in Europe. To use the eight points of a compass, four-figure grid references, symbols and keys. To create maps of locations identifying many features using a key. To use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. Begin to draw simple conclusions in response to questions explored.	To compare and contrast a range of maps (physical, aerial, thematic, political etc.). To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and capitals in North and South America. as well as places, regions and countries around the world. To use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps). To create real-life maps of locations using symbols and keys using OS maps and digital mapping tools. To use different types of fieldwork (random and systematic) to observe, measure, record and present the human and physical features in the local area. Within these enquiries, produce maps, plans and graphs to support enquiries and fieldwork. This may include using digital technologies.	To compare and contrast a range of maps (physical, aerial, thematic, political etc.), atlas information and globes. To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate and explore countries and capitals in North and South America. as well as places, regions and countries around the world. and how they are connected to each other. To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) with increasing confidence. To create real-life maps of locations using symbols and keys and to plan routes using OS maps and digital mapping tools. To use different types of fieldwork (random and systematic) to observe, measure, record and present the human and physical features in the local area. Within these enquiries, produce maps, plans and graphs to support enquiries and fieldwork. This will include using digital technologies.

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