

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Objectives	<p>Understanding the World ELG's</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Explain some similarities and differences between life in this country and life in other countries</p>	<p>Taught to:</p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 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 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: <ul style="list-style-type: none"> 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 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 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. 	<p>Taught to:</p> <ul style="list-style-type: none"> 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) 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 in North or South America describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4 and 6-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. 				

Geographical Enquiry	<ul style="list-style-type: none"> Exploring maps Fiction and non-fiction texts about our planet 	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions Use information books/pictures as sources of information Investigate their surroundings Make observations about where things are e.g. within school or local area 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos, and internet as sources of information Investigate their surroundings Make appropriate observations about why things happen Make simple comparisons between features of different places 	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information Investigate places and themes at more than one scale Begin to collect and record information Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make conclusions between locations photos/pictures/ maps 	<ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations – influence on people/everyday life 	<ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations – influence on people/everyday life
Direction / Location	<ul style="list-style-type: none"> Begin to understand positional and directional vocabulary 	<ul style="list-style-type: none"> Follow directions (up/down, right/left, forwards/backwards) 	<ul style="list-style-type: none"> Follow directions as Year 1 and NSEW 	<ul style="list-style-type: none"> Use 4 compass points to follow and give directions Use letter and number co-ordinates to locate features on a map 	<ul style="list-style-type: none"> Use 4 compass points well Begin to use 8 compass points Use letter and number co-ordinates to locate features on a map confidently 	<ul style="list-style-type: none"> Use 8 compass points Begin to use 4 figure co-ordinates to locate features on a map 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately Use 4 figure co-ordinates confidently to locate features on a map Begin to use 6 figure grid reference: use latitude and longitude on atlas maps
Drawing Maps	<ul style="list-style-type: none"> Create simple maps of our locality Create story maps Create maps of imaginary places 	<ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories 	<ul style="list-style-type: none"> Draw a map of a real or imaginary place (e.g. add detail to a sketch map from aerial photographs) 	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order Try to make a simple scale drawing 	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order Try to make a simple scale drawing 	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity

Representation	<ul style="list-style-type: none"> Use own symbols on imaginary maps 	<ul style="list-style-type: none"> Use own symbols on imaginary map 	<ul style="list-style-type: none"> Begin to understand the need for a key Use class agreed symbols to make a simple key 	<ul style="list-style-type: none"> Know why a key is needed Use standard symbols 	<ul style="list-style-type: none"> Know why a key is needed Begin to recognise symbols on an OS map 	<ul style="list-style-type: none"> Draw a sketch map using symbols and a key Use/recognise OS map symbols 	<ul style="list-style-type: none"> Use/recognise OS map symbols Use atlas symbols
Using Maps	<ul style="list-style-type: none"> Recognise that a map is to guide us to or through a place 	<ul style="list-style-type: none"> Use a simple picture map to move around the school Recognise that it is about a place 	<ul style="list-style-type: none"> Follow a route on a map Use a plan view Use an infant atlas to locate places 	<ul style="list-style-type: none"> Locate places on larger scale maps e.g. map of Europe Follow a route on a map with some accuracy (e.g. whilst orienteering) 	<ul style="list-style-type: none"> Locate places on a large scale map (e.g. find UK or India on a globe) Follow a route on a large scale map 	<ul style="list-style-type: none"> Compare maps with aerial photographs Select a map for a specific purpose (e.g. pick atlas to find Taiwan, OS map to find local village) Begin to use atlases to find out about other features of places (e.g. find weirdest part of the world) 	<ul style="list-style-type: none"> Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map Use atlases to find out about other features of places (e.g. mountain ranges, weather patterns)
Scale / Distance	<ul style="list-style-type: none"> Explore the birds eye view of maps Consider new vocabulary 	<ul style="list-style-type: none"> Use relative vocabulary (e.g. bigger/smaller, like/dislike) 	<ul style="list-style-type: none"> Begin to spatially match places (e.g. recognise UK on a small scale and large scale map) 	<ul style="list-style-type: none"> Begin to match boundaries (e.g. find some boundary of a country on different scale maps) 	<ul style="list-style-type: none"> Match boundaries (e.g. find some boundary of a country on different scale maps) 	<ul style="list-style-type: none"> Measure straight line distance on a plan Find/recognise places on maps of different scales (e.g. River Nile) 	<ul style="list-style-type: none"> Use a scale to measure distances Draw/use maps and plans at a range of scales
Perspective	<ul style="list-style-type: none"> Explore the birds eye view of maps 	<ul style="list-style-type: none"> Draw around objects to make a plan 	<ul style="list-style-type: none"> Look down on objects to make a plan view map 	<ul style="list-style-type: none"> Begin to draw a sketch map from a high viewpoint 	<ul style="list-style-type: none"> Begin to draw a sketch map from a high viewpoint 	<ul style="list-style-type: none"> Draw a plan view map with some accuracy 	<ul style="list-style-type: none"> Draw a plan view map with some accuracy
Map Knowledge	<ul style="list-style-type: none"> Create simple maps of our locality, e.g. from school to the field 	<ul style="list-style-type: none"> Learn knowledge of some places within/around the UK. E.g. home town, cities, countries e.g. Wales, France 	<ul style="list-style-type: none"> Locate and name on UK map major features e.g. London, River Thames, home location, seas 	<ul style="list-style-type: none"> Begin to identify points on maps A, B and C 	<ul style="list-style-type: none"> Begin to identify significant places and environments 	<ul style="list-style-type: none"> Identify significant places and environments 	<ul style="list-style-type: none"> Confidently identify significant places and environments
Style of map	<ul style="list-style-type: none"> Picture maps and globes 	<ul style="list-style-type: none"> Picture maps and globes 	<ul style="list-style-type: none"> Find land/sea on globe Use teacher drawn base maps Use large scale OS maps Use an infant atlas 	<ul style="list-style-type: none"> Use large scale OS maps Begin to use map sites on internet Begin to use junior atlases Begin to identify features on aerial/oblique photographs 	<ul style="list-style-type: none"> Use large and medium scale OS maps Use junior atlases Use map sites on internet Begin to identify features on aerial/oblique photographs 	<ul style="list-style-type: none"> Use index and contents page with atlases Use medium scale land range OS maps 	<ul style="list-style-type: none"> Use OS maps Confidently use an atlas Recognise world map as a flattened globe