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|  | Year R | Year 1 | Year 2 |
| Expectations | * Know about similarities and differences in relation to places, objects, materials and living things. * Talk about the features of their own immediate environment and how environments might vary from one another. * Make observations of animals and plants and explain why some things occur, and talk about changes.   *Key Language: similarities, difference, environment, observations, living/non living, changes, habitats, maps, positions* | Location Knowledge:   |  | | --- | | * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas |   Place Knowledge:   * Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.   Human and Physical Geography:   * Identify seasonal and daily weather patterns in the United Kingdom * Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, hill, mountain, sea, ocean, river, soil, vegetation, season and weather. * Key human features, including: city, town, farm, house, office, port, harbour and shop   Geographical skills and fieldwork:   * Use world maps, atlases and globes to identify the United Kingdom and its countries.   *Key language: atlases, seasons, patterns, beach, cliff, coast, forest, hill, mountain, sea, city, town, farm, harbour, locality, observe* | Location Knowledge:   * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.   Place Knowledge:   * Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. * 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   Human and Physical Geography:   * Identify seasonal and daily weather patterns 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, coast, hill, mountain, sea, ocean, river, soil, vegetation, season and weather. * Key human features, including: city, town, farm, house, office, port, harbour and shop   Geographical skills and fieldwork:   * Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage   *Key language: characteristics, oceans, continents, fieldwork, compass* |
| Locational Knowledge | * Talk about the area where they live. * Talk about changes in the environment such as tree. * Talk about changes of living things such as chicks. | * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas * Locate and name the continents on a World Map. * Locate and label the five oceans. | * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas * Locate and name the continents on a World Map. * Locate and label the five oceans. |
| Place Knowledge | * Talk about and find their way around school showing an awareness of where things belong and the people within the school * Talk about their homes and where they live * Compare and contrast different homes in simple terms | * Talk about where they live and their local area * Find out about a contrasting locality (Southsea) * Talk about their homes and families. | * Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting, non-European country. |
| Human and Physical geography | * Make observations of the environment and explain why some things occur and talk about changes * Talk about the changes in weather and why they occur. * Compare different habitats of living things | * Express their views on features of the environment of a locality * Understand geographical similarities and differences of the local area * Compare and contrast the local area with the seaside. * Explore the location of hot and cold areas in the world in relation to the equator and the North and South Poles. * Use basic geographical vocabulary to refer to: key physical features. * Use basic geographical vocabulary to refer to: key human features. | * Identify seasonal and daily weather patterns in the UK. * Explore the location of hot and cold areas in the world in relation to the equator and the North and South Poles. * Understand how weather changes in the world, in relation to the equator and the North/South Poles. * Compare and contrast British and Global localities, comparing the human and physical elements * Use basic geographical vocabulary to refer to: key physical features. * Use basic geographical vocabulary to refer to: key human features. |
| Geographical skills and fieldwork | * Use everyday language to talk about positions and distance to solve problems * Describe their relative position such as behind or next to * Create maps based on the school environment and stories. * Use maps to locate different countries around the word and describe features. | * Develop maps of the local environment. Where are the shops located in Bedhampton etc. * Create maps, plotting journeys they have been on. * Use maps, atlases and globes to identify the United Kingdom and its countries * Use maps, atlases and globes to identify continents and oceans * Use simple compass directions and locational and directional language to describe the location of features. * Use simple fieldwork and observational skills to study the geography of the school; identifying key human and physical features of the surrounding environment. * Use aerial photographs to recognise landmarks and features. * Devise a simple map and use and construct basic symbols in a key. | * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies * Use maps, atlases and globes to identify continents and oceans * Use simple compass directions and locational and directional language to describe the location of features. * Use aerial photographs to recognise landmarks and features. * Devise a simple map and use and construct basic symbols in a key. |