

		Nursery 30-50 Months	Reception 40-60 Months	Phase 1 Key Stage 1 Year 1 & 2	Phase 2 Lower Key Stage 2 Year 3 & 4	Phase 3 Upper Key Stage 2 Year 5 & 6
Contextual knowledge of location of globally significant places	<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>Children understand the concept of home and school and the similarities and differences between each environment.</li> <li>Enable a link between home and school, through visits and knowledge of where the school is and routines/methods of how to get there.</li> <li>Learning the layout of the classroom, garden area and wider school grounds.</li> <li>Talk about house number, street name, town of Newport Pagnell and Milton Keynes.</li> <li>Exposure to the language of England as a country and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Observe, find out about and identify features in the place they live and in the natural world.</li> <li>Find out about their environment and talk about those features they like and dislike.</li> <li>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul>	
	<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>Vocabulary for inside and outside.</li> <li>Vocabulary for quiet and loud, indoor and outdoor voices.</li> <li>Learning the appropriateness of toys for inside and outside and the concept of home and school toys.</li> <li>Stories about hot and cold climates, arctic/beach role play.</li> <li>Remembering experiences and observations from the local environment.</li> <li>Opportunities to explore and taste food from different countries</li> <li>Customs between different countries and exposure to these places on the globe and their flags</li> </ul>	<ul style="list-style-type: none"> <li>Children know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>Observe and identify features in the place they live and the natural world.</li> <li>Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	
	<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>Exposure to the concept of weather through: Talk about suitable clothing for the weather, weather songs, weather apps and everyday language about the weather.</li> </ul>	<ul style="list-style-type: none"> <li>They make observations of animals and plants and explain why some things occur, and talk about changes</li> <li>Help children to notice and discuss patterns around them, e.g.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Human geography, including: types of settlement and land use, economic activity including trade</li> </ul>	

		<ul style="list-style-type: none"> <li>• Opportunities for role play – night time, daytime, light and darkness.</li> <li>• Exploring books and re-enactment to enable children to experience and imagine different environments and weather eg bear hunt</li> <li>• Learn different names of places around school eg office, activity room, hall</li> <li>• Explore the physical environment through leaf rubbings, bark rubbings and natural materials according to season (conkers, pinecones etc)</li> <li>• Talk about house number, street name, town of Newport Pagnell and Milton Keynes.</li> <li>• Shows an interest in different occupations and ways of life</li> </ul>	<p>rubbings from grates, covers, or bricks.</p> <ul style="list-style-type: none"> <li>• Identify seasonal patterns – focusing on plants and animals.</li> <li>• Explore their local environment and talk about the changes they see.</li> <li>• Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Encourage the use of words that help children to express opinions, e.g. ‘busy’, ‘quiet’ and ‘pollution’.</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul>	<p>links, and the distribution of natural resources including energy, food, minerals and water</p>
	<p><b>Geographical Skills and Field Work</b></p>	<ul style="list-style-type: none"> <li>• Use of a play globe to introduce concept of the world.</li> <li>• Songs and rhymes that reference the world.</li> <li>• Looking for mini beasts in the habitat and talking about their environment</li> <li>• Use pirate maps, language connected with maps and directions in games (compass points).</li> <li>• Directional language when on scooters, bikes etc.</li> <li>• Talk about different perspectives when drawing images from the side, front or above.</li> <li>• Make simple maps of the playground and use directional terminology eg around, over, under, through.</li> </ul>	<ul style="list-style-type: none"> <li>• They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>• They make observations of animals and plants and explain why some things occur, and talk about changes</li> <li>• Observe and identify features in the place they live and the natural world.</li> <li>• Find out about their environment and talk about features they like and dislike.</li> <li>• Examine change over time.</li> <li>• Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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</li> </ul>

		Nursery	Reception	Phase 1 Key Stage 1 Year 1 & 2	Phase 2 Lower Key Stage 2 Year 3 & 4	Phase 3 Upper Key Stage 2 Year 5 & 6
<b>Geographical skills</b>	<b>Locating and Interpreting Skills</b>	<ul style="list-style-type: none"> <li>Physical and drawn arrows to follow direction</li> <li>Objects for roundabouts</li> </ul>	<ul style="list-style-type: none"> <li>Simple maps following arrows</li> </ul>	<ul style="list-style-type: none"> <li>Simple picture maps to move around familiar space</li> <li>Follow a simple route on a map and describe location of features</li> </ul>	<ul style="list-style-type: none"> <li>Follow a route on simple map of different scales with some accuracy and independence</li> </ul>	<ul style="list-style-type: none"> <li>Follow route on Ordinate survey map</li> </ul>
		<ul style="list-style-type: none"> <li>Use directional vocabulary in PE and songs - over, under, forwards, backwards</li> <li>Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting a picture.</li> </ul>	<ul style="list-style-type: none"> <li>Can describe their relative position such as behind, or next to.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple map to locate specific places within familiar place</li> <li>Use directional language such as near and far, up and down, left and right, forwards and backwards</li> </ul>	<ul style="list-style-type: none"> <li>Locate places using a range of maps including Ordinate Survey and digital maps with a variety of scales.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use a range of map for a specific purpose</li> </ul>
		<ul style="list-style-type: none"> <li>Talk about different perspectives when drawing images from the side, front or above.</li> </ul>	<ul style="list-style-type: none"> <li>Use aerial photographs to look at familiar places</li> </ul>	<ul style="list-style-type: none"> <li>Use aerial photographs and 'plan perspectives' to recognise landmarks and basic human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and interpret features on a Ariel photograph, digital or computer map</li> </ul>	<ul style="list-style-type: none"> <li>Compare digital and computer maps with aerial photographs</li> </ul>
		<ul style="list-style-type: none"> <li>Use play globe to show the shape of the world</li> </ul>	<ul style="list-style-type: none"> <li>Use play globe to model where our country is</li> </ul>	<ul style="list-style-type: none"> <li>Use simple atlases and globes to identify continents and oceans</li> </ul>	<ul style="list-style-type: none"> <li>To use more complex atlases, globes and diagrams to find out geographical and topographical features</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a range of geographical information including maps, diagrams. Globes, aerial photographs and Geographical Information Systems.</li> </ul>
	<b>Mapping Skills</b>	<ul style="list-style-type: none"> <li>Going on hunts in the garden and following a simple route</li> </ul>	<ul style="list-style-type: none"> <li>Directional language through songs, stories and role play.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple compass directions of north, south, east and west</li> </ul>	<ul style="list-style-type: none"> <li>To begin to use the 8 figure compasses and 4 figure grid references to identify features in a map.</li> </ul>	<ul style="list-style-type: none"> <li>To securely use the 8 figure compasses and use the 6 figure grid references</li> </ul>
		<ul style="list-style-type: none"> <li>Use pirate maps and compass directions in games. Talking about maps in age related terms eg 'x marks the spot.'</li> </ul>	<ul style="list-style-type: none"> <li>Draw maps of familiar places eg classroom</li> </ul>	<ul style="list-style-type: none"> <li>Draw or make a map of real or imaginary places (add detail to a sketch map from aerial photos)</li> </ul>	<ul style="list-style-type: none"> <li>Make a map of short route experiences, with features in correct order</li> </ul>	<ul style="list-style-type: none"> <li>Draw a variety of thematic maps based on their own data</li> </ul>
		<ul style="list-style-type: none"> <li>Provide materials for map making.</li> <li>Using a computer programme eg simple city to navigate on screen</li> </ul>	<ul style="list-style-type: none"> <li>Use beebots to follow and create simple maps</li> </ul>	<ul style="list-style-type: none"> <li>Devise basic maps, including appropriate symbols and pictures to represent places or human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>Draw a sketch map from a high view point</li> </ul>	<ul style="list-style-type: none"> <li>Draw a scaled sketch map with accuracy</li> </ul>
		<ul style="list-style-type: none"> <li>Exposure and about simple keys eg colours on the class list</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to simple keys</li> </ul>	<ul style="list-style-type: none"> <li>Use and construct basic symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>Use standard symbols and understand the importance of a key</li> </ul>	<ul style="list-style-type: none"> <li>Use an extensive range of OS symbols and draw maps of increasing complexity .</li> </ul>

	<b>Fieldwork Skills</b>	<b>Observe</b> Verbalising their observations	<b>Observation skills</b>	<b>Observation and Enquiry Skills</b> Use and verbalise basic observation skills using senses Ask and respond to basic geographical questions	<b>Observation and Collection Skills</b> Ask a range of geographical questions	• ****
		<b>Collection skills</b> Verbal tally's eg. favourite colour Physical tally on computer programme My World.	<b>Collection skills</b> Taking photographs, observations and tally charts.	<b>Collection Skills</b> Use simple methods such as observation, tally, taking photographs Ask a familiar person prepared questions	<b>Collection Skill</b> Select and make a judgement about the most appropriate methods for data collection from a wide range of geographical sources including interviews.	<b>Collection Skills</b> Select and make a judgement about the most appropriate methods for data collection from a wide range of geographical sources including interviews
		<b>Analytical and Evaluation Skills</b> Talk about similarities and differences between home and school	<b>Analytical and Evaluation Skills</b> Use comparative vocabulary such as bigger/smaller, same/different	<b>Analytical and Evaluation Skills</b> Use relative and comparative vocabulary such as bigger/smaller, like/dislike, same/different	<b>Analytical Skills</b> • Use a simple database to present findings	<b>Analytical Skills</b> • Evaluate the quality of evidence collected and suggest improvements • Use a database to interrogate and amend the information collected
		<u>Communication Skills</u> See age appropriate Maths and English expectation	<u>Communication Skills</u> See age appropriate Maths and English expectation  • Simple labels	<u>Communication Skills</u> See age appropriate Maths and English expectation  • Labels / Descriptive labels	<u>Communication Skills</u> See age appropriate Maths and English expectation • Explanatory labels	<u>Communication Skills</u> See age appropriate Maths and English expectation • Annotate sketches to describe and explain geographical processes and patterns