

GEOGRAPHY PATHWAY

	Nursery	Reception	Year1	Year 2	Expectation
Key knowledge and skills to be assessed					
Human & Physical Geography	Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment. To know, understand and explore different natural environments. <i>To identify seasonal and daily weather patterns in the UK and ask questions about the weather and seasons.</i> <i>To name different geographical features</i> <i>Can talk about what is different in two natural environments</i> <i>To explore their familiar environment e.g. classroom, outside area and school</i> <i>To comment and ask questions about aspects of their familiar world.</i>	To know, understand and explore different natural environments and phenomena. Begin naming features/familiar places within the local environment e.g. school, home, house, road, park. Make observations of the local environment and begin to understand why some things occur and/or change. Identify similarities and differences between familiar places using basic vocabulary. To identify seasonal and daily weather patterns in the UK and ask questions about the weather and seasons.	Begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features. Identify key human and physical features of familiar places including the school, its grounds and the surrounding environment . Begin to express opinions on the features of the immediate local environment. Use some basic geographical vocabulary to identify key human and physical features of places studied Identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season. Understand that there are hot and cold areas of the world. Locate hot and cold areas of the world.	Explain the main differences between human and physical geographical features. Understand and use a range of basic geographical vocabulary to identify key human and physical features of the places studied. Discuss where in the world is hot and cold in relation to the Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles and North and South Poles.	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: 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

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	<i>To know, understand and explore my local area.</i>				
Locational and Place Knowledge	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Begin to identify the locations of their home and school and other familiar places. Begin to describe locations using simple locational and directional language. Begin to ask and answer simple geographical questions linked to location e.g. Where is...? Discuss and begin to describe own significant places such as home and school. Begin to identify the main geographical features of their immediate environment. Understand that places can have similarities and differences. Develop a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they use regularly, showing an awareness of where things belong and of the people within the school and at home.	Name and locate the four countries of the UK and their capital cities. Name and locate the seas surrounding the UK. Identify geographical characteristics of the four countries and capital cities of the UK Name and locate the seven continents and five oceans of the world. Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history. Know that places be can be compared in many ways e.g. size, amenities, transport, location or weather. Observe and describe some geographical similarities and differences between familiar places e.g. their street, school grounds, Shalford area. Recognise the difference between physical and human features.	Describe some geographical similarities and differences between the continents of the world based on their locations. Identify and locate the North and South Poles and the Northern and Southern Hemispheres . Identify and locate the Equator, Arctic Circle and Antarctic Circle as lines of latitude. Identify and locate continents that have significant hot or cold areas and link to Poles/Equator Identify and locate places studied on a range of maps. Identify reasons why the places studied are significant and the people or groups who they are significant for. Understand and explain the meaning of the term 'non-European country'. Observe and describe some geographical similarities and differences between locations studied.	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four 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

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			Begin to understand that geographical features can change over time. Make simple comparisons between the key human and physical features of places studied	Explain the similarities and differences in the lives of children in the locations studied. Explain the difference between human and physical geographical features.	
Geographical Skills & Fieldwork	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Graphicacy skills: Draw information from a simple map Begin to make attempts at drawing their own map. Make attempts to draw and label features of familiar environments and imaginary places. Begin to use secondary sources (e.g. photographs, sketches or films) to find out about places. Fieldwork enquiry and practical skills: Make basic observations of familiar environments, including identifying some similarities and differences between places. Use everyday language to talk about distance and relative positions (behind,	Graphicacy skills: Use a globe and world map and locate continents and oceans and a UK map to identify countries, capitals and surrounding seas. Begin to follow routes on prepared maps. Use basic symbols in a key. Draw own maps and plans by drawing around shapes/using own symbols. Begin to use aerial/satellite photos and plan perspectives to recognise familiar features. Fieldwork enquiry and practical skills: Engage in simple, teacher led fieldwork enquiries. Begin to use first-hand observation, including using the senses, to identify	Graphicacy skills: Use world maps, globes and atlases to identify locations studied. Use simple compass directions (N, S, E, W) Devise a simple map of a place in the local area. Use and construct basic symbols in a key. Begin to recognise and identify basic OS symbols. Zoom in/out and begin to highlight/annotate digital maps. Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features. Fieldwork enquiry and practical skills:	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 [for example, near and far; left and right], 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

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		next to) in the local environment.	features/patterns including similarities and differences. Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.	Engage in teacher led/guided enquiries Use first-hand observation to comment on features/patterns/ similarities and begin to measure using standard units.	their school and its grounds and the key human and physical features of its surrounding environment.
Vocabulary new vocabulary known vocabulary bold words – words children should know at the end of the year	Map, place, behind/in front of, next to, above, below, inside, outside, around, up, down Shalford, same, different school, playground, home/house, road, hot/cold weather	Map, place, behind/in front of, next to, above, below, inside, outside, along, around, up, down, left, right Shalford, school, own Street name, feature, same, different playground, home/house, road/street, park, shop, field, hill, beach, river, sea, hot/cold weather + weather vocab, season	geography, world, Earth, map, globe, atlas, photo, plan, fieldwork, key position, location, direction, path, route, navigate, symbol, compass, north, south, east, west, forwards, backwards, left, right, birds-eye view, aerial view, near/nearby, far, distance, landmarks, journey place, area, local, community, neighbour/neighbourhood, landscape, environment same, different country – United Kingdom, Great Britain, British Isles, England, Scotland, Wales, Northern Ireland, Ireland, London, Edinburgh, Cardiff, Belfast, British Isles, North Sea, Irish Sea, English Channel, national physical features: island, countryside, rural, field, woods, forest, hill,	geography, world, Earth, map, globe, atlas, plan, fieldwork, similarity, difference position, location, direction, route, path, navigate, symbol, key, compass, north, south, east, west, forwards, backwards, left, right, symbol, key, digital map, zoom, source, birds-eye view, aerial view, near/nearby, far, distance, landmarks, journey, place, area, local, community, neighbour/neighbourhood, landscape, environment, landmark, border country – United Kingdom, Great Britain, British Isles, England, Scotland, Wales, Northern Ireland, Ireland, capital city, London, Edinburgh, Cardiff, Belfast physical features: island, countryside, rural, field, woods, forest, mountain,	

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			mountain, valley, river, coast, beach, cliff, sea, ocean, soil, vegetation, water, ice weather, seasons, climate, summer, autumn, winter, spring, wind, rain, snow, hail, sleet, fog, cloud, sun, hot, warm, cold, thermometer, temperature, degrees, rainfall human features: city, capital city, town, village, school, farm, church, house, shop, train station, railway line, road, street, park, transport, motorway, port, harbour, hospital, library, office, point, building, landscape continent - Africa, Antarctica, Asia, Europe, North America, South America, Oceania, Australia/Australasia, Arctic, Atlantic, Pacific, Indian, Southern, North Pole, South Pole habitat, climate change, conservation, sustainability, environmentally friendly	valley, river, lake, coast, beach, cliff, sea, ocean, soil, vegetation, water, ice, island, national park human features: city, capital city, settlement, town, village, school, farm, church, house, shop, train station, railway line, road, street, park, transport, motorway, port, harbour, hospital, library, culture, development, trade. weather, seasons, climate, summer, autumn, winter, spring, thermometer, temperature, degrees, rainfall, compass, compass points, north, east, south, west continent - Africa, Antarctica, Asia, Europe, North America, South America, Australia/Australasia, Oceania, Amazon rainforest, Arctic, Atlantic, Pacific, Indian, Southern, global, international, European/non-European, North Pole, South Pole	
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