

EYFS		
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.		
Early Learning Goals: People, Culture and Communities Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. 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 Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
ENQUIRY, LOCATION & PLACE		
Year 1 & 2	Year 3 & 4	Year 5 & 6
Select information from resources to identify questions and to respond to questions about places. Name and locate the four countries which make up the UK Name and locate the worlds continents and oceans.	Ask and respond to questions about places. Locate some countries in the world, including capital cities. Identify the countries of the UK, identify cities and geographical regions.	Ask and respond to questions about places. Locate some countries in the world, including capital cities. Identify the countries of the UK, identify cities and geographical regions
MAP SKILLS		
Year 1 & 2	Year 3 & 4	Year 5 & 6
Use simple compass directions and locational language Use aerial photographs and plans to recognise places and landmarks. Make a simple map using a key with basic symbols.	Identify on a globe: <ul style="list-style-type: none">• The position and significance of the equator Northern and Southern hemispheres• Tropics of Cancer and Capricorn• The Arctic and Antarctic circles.	Use maps and atlases to locate countries and identify key physical/ human features Use a compass, and maps with a four figure grid references Use OS maps to interpret a place looking at contour lines and symbols

	<p>Identify features of a place using aerial photographs Make and use more detailed maps that use symbols and a key</p>	Compare aerial photographs to large scale maps
FILEDWORK SKILLS		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>Observation of a location- discussing likes and dislikes. Questionnaire e.g. <i>What do you like best about our playground / village etc..?</i> Survey e.g. record the use of buildings on a road, traffic or litter survey Sketches – drawing simple features they observe and adding labels</p>	<p>Recording information through observation, more detailed sketches, questionnaires and surveys to collect information and investigate a place Measure and record data e.g. weather in different parts of the school Identify questions and selects appropriate ways to gather information and data though detailed sketches, observation, questionnaires, surveys, measuring data Record information using a range of methods and interpret results to look for patterns</p>	<p>Identify questions and selects appropriate ways to gather information and data though detailed sketches, observation, questionnaires, surveys, measuring data Record information using a range of methods and interpret results to look for patterns</p>
PHYSICAL & HUMAN GEOGRAPHY		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>Express their views on attractive and unattractive features of the environment of a locality. Recognise, describe and observe the human and physical features of a place and making simple comparisons.</p>	<p>Offer explanations for the location of human and physical features in different localities. Ask and respond to questions about the environment, making comparisons. Describe how people can both improve and damage the environment.</p>	<p>Describe how a range of physical and human processes change the environment. Observe and explain some of the ways that human activities affect the environment. Offer explanations for the ways in which human activities affect the environment and recognise that people attempt to manage improve environments.</p>