

Age	Area of Learning		Key Skill Acquisition
Nursery	Mathematics		• Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
	Understanding the World		• Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	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.
ELG	Understanding the World	People, Culture and Communities	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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 • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.
Understanding the World – People, Culture and Communities		
Nursery I can describe a familiar route e.g. where I walk to get to nursery I can describe where a story is taking place (the setting) e.g. in a forest. I know that there are different countries in the world. I know that when the weather is cold I need to wear a coat. When looking at photos and/or artefacts, I can talk about how some countries are different to Royston/UK. I can explore land use through creating small world settings e.g. a farm, a building site, a dinosaur island etc. I know that we all live on a planet called Earth.	Reception I can remember where areas within the school are: my classroom, reception's garden, the main office, the hall, the KS1 playground I can look at aerial perspectives of Royston and begin to identify the school, roads, fields, shops, dykes, houses and paths. I know, when looking at a map, that the green, brown, yellow and white bits are land and the blue bits are water. I know there are other countries in our world and I can begin to name some of significance to myself or to my learning. I know how the weather changes over the seasons. Describing the weather that I experience day to day in Royston. I can match suitable clothing to associated weather conditions. I know some ways to stay safe when it is sunny. I can recognise some similarities and differences between life in this country and life in other countries in terms of what they eat, how they travel to school, where they live and the weather. I know that I go to school in a town called Royston near to the cities of Cambridge and London. I can name features of my immediate area such as field, road, house, school, shop, path I can create small world settings that include some drawn elements. I can draw my own simple map of imagined settings. (links to SSM symbolisation in pattern target) I can draw my own simple map of my local area. I know that we should use litter bins to safely throw our rubbish away.	
Vocabulary Town, village, city, country, path, house, Royston, fields, river, hills, church, shop, park, countryside, England, London, city, capital city Weather, Rain, shower, drizzle, puddles, splash, wet, soaked, thunder, lightning, storm, hail, snow, ice, frost, sleet, cool, cold, freezing, sun, warm, hot, heat, clouds,		

Key Stage 1 National Curriculum Expectations	
Locational Knowledge Pupils should be taught to: - 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. Place Knowledge Pupils should be taught to: - 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. Human and Physical Geography Pupils should be taught to: - 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.	Geographical Skills and Fieldwork Pupils should be taught to: - 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 their school and its grounds and the key human and physical features of its surrounding environment.
Key Stage 2 National Curriculum Expectations	

Locational Knowledge

Pupils should be taught to:

- 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).

Place Knowledge

Pupils should be taught to:

- 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.

Human and Physical Geography

Pupils should be taught to:

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
 - 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.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- 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;
- 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.

	KS1	LKS2
Locational Knowledge	Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents. KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children can: - 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; - use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features. Children can: - locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; - name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; - 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; - use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

Place Knowledge	Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people. KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. Children can: - a compare the UK with a contrasting country in the world; - b compare a local city/town in the UK with a contrasting city/town in a different country; - c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.	Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK. KS2 Geography National Curriculum Children can 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. Children can: - a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; - b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; - c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; - d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; - e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.
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Human and Physical Geography	Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography. KS1 Geography National Curriculum Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns. Children can: - 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; - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. KS2 Geography National Curriculum Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children can: describe and understand key aspects of: - physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; - human geography, including: types of settlement and land use; use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.
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Geographical Skills and Fieldwork	Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time. KS1 Geography National Curriculum Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. Children can: - a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; - b use simple compass directions and locational and directional to describe the location of features and routes on a map; - c devise a simple map; and use and construct basic symbols in a key; - d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; - e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. KS2 Geography National Curriculum Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children can: - a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; - b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; - c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; - d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.
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YEAR	AREAS OF LEARNING			
Year 1	Locational Knowledge - 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	Human & Physical Geography - 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	Place Knowledge 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	Geographical Skills and Fieldwork - 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 (N, S, E & W) 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.
	Vocabulary <i>Country, capital, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff and Belfast. sunny, cloudy, rain, snow, windy, thunder, heatwave, drought, flood, monsoon, blizzard, gale, hurricane and tornado beach, coast, forest, hill, mountain, ocean, river, city, town, village, house, shop.</i>			
Year 2	Locational Knowledge - Name and locate the world's 7 continents and 5 oceans - Name, locate and identify characteristics of the 4 countries and capital cities of	Human and Physical Geography 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	Place Knowledge 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	Geographical Skills and Fieldwork 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

	the United Kingdom and its surrounding seas	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	in a contrasting non-European country	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.
	Vocabulary <i>North America, South America, Antarctica, Africa, Europe, Asia, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean, temperature, climate, weather, polar and tropical to describe a location, beach, coast, forest, hill, mountain, ocean, river, weather, soil valley and vegetation. Human features including: city, town, village, house, shop, farm, factory and office.</i>			
Year 3	Location and Knowledge • 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	Human and Physical Geography • 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	Place Knowledge • 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	Geographical Skills and Fieldwork • 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

	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)	resources including energy, food, minerals and water		features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	Vocabulary <i>equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic, continents, land mass, population, river bed, source, mouth, channel, summit, mountain range, congestion, pollution, network, national, international</i>			
Year 4	Location Knowledge - 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	Human and Physical Geography - 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	Place Knowledge 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	Geographical Skills and Fieldwork - 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.

	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)			
	Vocabulary <i>equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle, continents, land mass, population, inhabitants and boundary, dormant, collision, magnitude, intensity, plates when describing volcanoes, earthquakes and tsunamis river bed, source, mouth, channel, summit, mountain range</i>			

Links to other subject areas

Links between understanding of science and geography when discussing habitats and issues around climate change
Using online simulations to explore ideas, using spreadsheets & databases to analyse and explore data and using the internet as a search tool to support learning all link to Computing
Learning about different cultures and religions ties geography and RE closely together
Exploring foods from different cultures and festivals links to DT and RE topics
Understanding the culture and human geography of countries will almost always link to their history

Experiences children should have

Explore our local area, through walks, visits and fieldwork to parks, shops and other places of interest
Visited a variety of different physical environments, including the seaside, forests and rivers
Had opportunities to compare life in Royston first hand with life in another locality e.g. village/town
See recognised landmarks in real life where possible e.g. Royston cave
Talking to people who have lived and grown-up in different parts of the world
Explored the culture of different countries through in-school themed days, including tasting food from around the world

SEND Adaptations

Teaching and learning
To make geography lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. So in your planning you need to consider ways of minimising or

reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, you may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – e.g. using a video camera to capture activity on a field trip rather than navigating inaccessible areas. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

Communication and interaction	Cognition and learning (including WTS literacy/maths)	SEMH needs	Physical / sensory needs	More able learners
• Pre-teaching of key vocabulary or sending home key vocabulary prior to the topic. • Support key vocabulary with Makaton (as appropriate) signs and with symbols/visuals. • Assess child's level of prior knowledge and vocab before the topic. • Enable additional thinking/processing time. • Give the child a whiteboard or method of jotting down ideas to support their participation. • Communication fans and other prompts to signal 'agree/disagree/I have a question' using nonverbal methods.	Highlighting of key points to cue children in. • Whole class reading of source materials to support understanding. • Enlarging text and copying onto buff paper. • Use of visual and audio sources. • Shared reading opportunities to give children opportunity to practise. • Adapting reading materials such that they match pupils reading age/ability. • Alternative methods of communication such as comic strips, pictures, annotated drawings. • Use of word processor, speech to text software. • Use of peer scribe, adult scribe, my turn your turn approaches. • Broken down success criteria • Scaffolds for writing.	• Prior warning of any sensitive topics. • Liaison with parents/carers in advance of any sensitive/triggering topics • Method of communicating that a topic is becoming too much/child may need time out and an appropriate/identified place to go to if needed. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning	Hearing Children will be given time to process information and to give responses to answers Speech will be clear and slowly paced Symbols, signs and visual timetables will be used to support communication Paired or small group context used to support and develop confidence and ensure comprehension Positive responses will be given to any attempts at Communicating Adults will regularly check the child's understanding throughout the lesson Visual Children will be given enlarged images, pictures and diagrams Resources will be provided in the correct font size Sensory Needs	Challenge – providing activities and experiences that engage interest and stimulate at a high level. Enrichment – adding breadth and range to a child's attainment and progress through activities and experiences which consolidate and widen the child's knowledge, skills and understanding. These also include enrichment days. Extension – providing opportunities for the children to increase the depth of their knowledge, skills and understanding. Progressing – providing the opportunity for children to progress through their work at their own rate of learning.

	• Visual timelines with known points in history from prior learning and key points of reference. • Key 'time' vocab provided – before, after, past, - Key vocabulary cards with phrases (old, new, long time ago, before, after, past, present, then, now, BC, AD, decade, ancient, century)		Any rules/expectations will be consistently implemented Seating arrangements will be considered carefully to minimise distractions 'Time out'/'help cards' can be used Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the learning goal Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the lesson	
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