



EYFS — Understanding the world Nursery			
Key area	Substantive knowledge	Disciplinary knowledge	
People and Communities The Natural World	 People in their family and people who are not. The names of some of their care givers, teachers significant friends name. They have a place they live in. The names of two rooms in a house/nursery. The names of some jobs and what people do in jobs; for example the police, keep us safe. The human features of a place we know well; the Garden To talk about maps and begin to make simple of To know the name of the school. Ghana in Africa are places far away from the UK Africa is a hot place. Some animals that live in Africa. 	• Teamwork • Enquire these e Nursery nes.	
	Кеу со	ncepts	
 Place Scale Time Interconnection (similarities and differences between places and recole) Bridge, hut, shed, grass, playgrown a child's name, house, windown kitchen.		Sir Alexander Fleming Primary School, Africa, far away, hot, place, animals	
EYFS – Understanding the world			

Reception

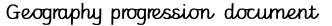






Key area	Substantive knowledge	Disciplinary knowledge
People and Communities The Natural World	 That they are part of at least two communities; home and school. Some of the features of their home. That homes can have similarities and differences. Conceptual knowledge of shelter and warmth. 3 different types of homes Some places of significance in the Sutton Hill Community; shop, community centre, church. To know what some people do in these places/what these places are used for. To know where these places are in relation to one another; next to, across the road. To know in greater detail the role of some people with certain jobs. To follow and create simple maps (including 3D maps) – begin to discuss the use of keys. Tor use simple fieldwork and observational skills to study the geography of their school (including the school garden and forest school) and begin to discuss human and physical features using everyday language. To know that they live in the UK To know their school is in Telford. Ghana is in Africa. To recognise the Ghanaian flag. 6 animals native to Africa. Ghana is a hotter place than England. To know about similarities and differences in relation to places. 	Identify key features, similarities and differences Explain and summarise findings (in discussions) Understanding key concepts (see below) Good communication Teamwork Enquire







•	To talk about the features of their own immediate
	environment and how environments may change from one
	another.

 To identify geographical and similarities through stories, experiences and videos.

Key concepts

- Space
- Dlaca.
- Interconnection (similarities and differences between places and people)
- Cultural diversity
- Cultural awareness

Community centre, church, shop, next to, across the road, path Different types of home for example a flat, bungalow.

Kitchen and associated features such as fridge, oven, sink.

Bathroom – toilet, sink.

Bedroom - bed, wardrobe.

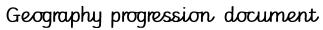
UK, Telford, Ghana, in, flag, hotter, zebra, elephant, lion, rhino, hippo, giraffe





Year I				
Key area	Substantive knowledge	Disciplinary knowledge		
Locational knowledge	To know the names and location of the four countries of the UK. To name the four capital cities in the UK and identify key characteristics of these capital cities. To know and name the location of the UK's surrounding seas. To know the names and location of the world's seven continents and five oceans. To name and locate the UK's surrounding seas.	 Identify key features, similarities and differences and localities Explain and summarise findings Understanding key concepts (see below) Good communication Teamwork Enquire 		
Place knowledge	To understand the similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.			
Human and physical geography	To identify land use within and around our school. To identify seasonal and daily weather patterns in the United Kingdom.			
Geographical skills and fieldwork (map skills and fieldwork)	To use simple picture maps to move around the school. To use maps and atlases to identify the UK, capital cities and the seas surrounding the UK. To devise simple maps. To use relative vocabulary such as bigger, smaller, like and dislike. To use directional language such as near, far, up, down, left, right, forwards and backwards. To use simple compass directions (4 point compass – North, South, East and West). To use and construct basic symbols in a key to represent places or features. To use photographs and maps to identify features. To use aerial photographs to recognize basic human and physical features. To use basic observational skills. To carry out a small survey of the school and local area.			







To draw simple features.
To ask and respond to basic geographical questions.
To use a proforma to collect data such as a tally chart.
To create sketch maps of a familiar environment with labels of simple features.
To add labels to maps and photographs of the features shown.
To use a camera in the field to help to record what is seen.

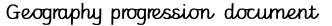
Key concepts		Vocabulary		
• Space	• England	• autumn	Australasia (also	
• Place	Scotland	winter	referred to as Oceania)	
• Scale	 Wales 	 summer 	 Antarctica 	
• Time	 Northern Ireland 	spring	• map	
 Interconnection (similarities and differences between places and people) 	 United Kingdom 	 weather 	 school 	
Cultural diversity	• town	hot	 village 	
Cultural awareness	 village 	 cold 	• town	
• Environment	• city	 continent 	city	
• Interdependence	 country 	 North America 	• near	
 Physical and human processes 	• similar	 South America 	• far	
	• different	 Africa 	 next to 	
	 equator 	 Europe 	behind	
	• seasons	 Asia 	 distance 	





	Year 2				
Key area	Substantive knowledge	Disciplinary knowledge			
Locational knowledge	To know the names and location of the four countries of the UK. To name the four capital cities in the UK and identify key characteristics of these capital cities. To know and name the location of the UK's surrounding seas. To know the names and location of the world's seven continents and five oceans. To name and locate the UK's surrounding seas. To locate hot and cold areas in relation to the equator and the North and South Poles.	 Identify key features, similarities and differences and localities Explain and summarise findings Understanding key concepts (see below) Good communication Teamwork Enquire 			
Place knowledge	To understand the similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.				
Human and physical geography	To identify seasonal and daily weather patterns of hot and cold areas of the world. To identify key aspects of coasts and how people use them. To identify the different types of transport used and to consider why people use different modes of transport.				
Geographical skills and fieldwork (map skills and fieldwork)	To follow a route on a map. To use maps, atlases and globes to locate and name the seven continents and five oceans. To devise simple maps (using aerial photographs to help them to add more detail). To use relative vocabulary such as bigger, smaller, like and dislike. To use directional language such as near, far, up, down, left, right, forwards and backwards. To use simple compass directions (4 point compass – North, South, East and West). To use and construct basic symbols in a key to represent places or features. To use photographs and maps to identify features. To use aerial photographs and plan perspectives to recognize basic human and physical features and landmarks. To locate the world's hot and cold areas including the equator, north and				







south pole on a globe and world map.

To use basic observational skills.

To use a compass and locational and directional language to describe the location of features and routes on a map.

To carry out a small survey of the school and local area.

To draw simple features.

To ask and respond to basic geographical questions.

To use a proforma to collect data such as a tally chart.

To create sketch maps of a familiar environment with labels of simple features.

To add labels to maps and photographs of the features shown.

To use a camera in the field to help to record what is seen.

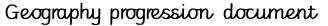
Key concepts		Vocabulary	
• Space	• earth	 transport 	 Antarctica
• Place	 globe 	• map	 Arctic
• Scale	 continent 	• atlas	 compass
• Time	 country 	 key 	 location
• Interconnection (similarities and differences between places and people)	• ocean	 symbot 	north
Cultural diversity	• sea	• port	• east
Cultural awareness	 compare 	 harbor 	south
Environment	• sand	• coast	• west
Interdependence	• sea	city	 northern hemisphere
Physical and human processes	 seaside 	• town	 southern hemisphere
	• beach	 village 	• equator
	• town	hot	 physical features
	• shop	 cold 	 human features





	Year 3				
Key area	Substantive knowledge	Disciplinary knowledge			
Locational knowledge	To know the names of cities within the UK. To know the names of counties within the UK. To name and locate key geographical regions of the UK and identify their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns. To understand how some of these aspects change over time. To identify the position and the significance of latitude, longitude, Equator, Tropics of Cancer, Tropics of Capricom, Northern Hemisphere and Southern Hemisphere.	 Identify key features, similarities and differences and localities Explain and summarise findings Understanding key concepts (see below) Good communication Critical thinking Problem solving Teamwork Enquire 			
Place knowledge	To understand geographical similarities and difference through the study of human and physical geography of a region within the UK (locality).				
Human and physical geography	To identify and understand different types of settlements and how they have changed over time. To understand the key aspects of settlements. To know and understand key aspects of biome and vegetation belts (linked to Rainforests). To know and understand key aspects of rivers and the water cycle.				
Geographical skills and fieldwork (map skills and fieldwork)	To locate places using a range of maps including OS and digital. To locate the UK on a variety of different scale maps. To use globes, atlases and a range of maps to locate cities and counties within the UK. To use globes, atlases and a range of maps to locate the position of the equator, northern and southern hemisphere. To begin to match boundaries (i.e. find same boundary of a country on different scale maps). To use OS map symbols on maps to name geographical regions and understand the importance of a key. To use four figure compasses and letter/number co-ordinates to identify features on maps. To begin to use 8 points of compass. To begin to use four figure grid references to identify features on a map. To create a simple scale drawing.				







To use standard symbols and understand the importance of a key.

To 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 (such as pictogram) as well as digital technologies.

To follow a route on a map with some accuracy.

To ask geographical questions.

To use appropriate terminology.

To draw an annotated sketch from observation including descriptive/explanatory labels and indicating direction.

To use a camera independently and consider how photos provide useful evidence.

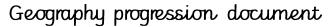
Key concepts		Vocabulary	
 Space Place Scale Time Interconnection (similarities and differences between places and people) Cultural diversity Cultural awareness Environment Interdependence Physical and human processes Earth systems Environmental impact 	 river confluence tributary stream meander estuary source mouth precipitation water cycle hills mountain latitude longitude Tropics of Capricom and Cancer 	Vocabulary • vegetation belt • South America • Amazon • rainforest • emergent • canopy • under canopy • shrub layer • deforestation • livelihood • sustainable • tropical • settlement • land use • population • urban	 density ordnance survey (OS) grid reference compass North South East West scale aerial photograph northern hemisphere southern hemisphere human features physical features map key





	Year 4				
Key area	Substantive knowledge	Disciplinary knowledge			
Locational knowledge	To locate and name countries within Europe (including Russia) as well as their environmental regions, key physical and human features. To know the name of major European cities. To know the significance of Prime/Greenwich Meridian and time zones. To identify the position and the significance of latitude, longitude, Equator, Tropics of Cancer, Tropics of Capricom, Northern Hemisphere and Southern Hemisphere.	 Identify key features, similarities and differences and localities Explain and summarise findings Understanding key concepts (see below) Good communication Critical thinking Problem solving Teamwork 			
Place knowledge	To know and understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece and a small focus on Italy when looking a volcanoes).	 Enquire Demonstrate understanding of key concepts 			
Human and physical geography	To describe and understand key aspects of mountains, volcanoes and earthquakes. To describe and understand key aspects of land use. To begin to describe and understand key aspects of economic activity.				
Geographical skills and fieldwork (map skills and fieldwork)	To locate places using a range of maps including OS and digital. To locate Europe, European counties (including Russia) and their capital cities on a variety of different scale maps and globes. To use globes, atlases and a range of maps to locate the position of the lines of latitude/longitude, the equator, northern and southern hemisphere. To identify features on aerial photographs and digital/computer maps. To recognize and use OS map symbols including the completion of a key and understand why this is important. To follow a route on a large-scale map. To begin to use 8 points of compass and four figure grid references to identify features on a map. To 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 as well as digital technologies. To identify features on an aerial photograph/computer map. To draw a sketch map from a viewpoint.				







To follow a route on a map with some accuracy.

To ask geographical questions.

To use appropriate terminology.

To draw an annotated sketch from observation including descriptive/explanatory labels and indicating direction.

To use a camera independently and consider how photos provide useful

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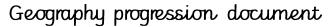
evidence.	
Key concepts	Vocabulary
 Space Place Scale Time Interconnection (similarities and differences between places and people) Cultural diversity Cultural awareness Environment Interdependence Physical and human processes Earth systems Environmental impact 	 Europe Greece Italy Mediterranean capital city Athens volcano Mount Etna Mount Vesuvius erupt lava exclusion zone magma Tropics of Capricom magna cantal stectonic plates northem hemisphere southem hemisphere southem hemisphere southem hemisphere numan features physical features map key key key symbol scale industrial aerial photograph ordnance survey (OS) grid reference





	Year 5						
Key area	Substantive knowledge	Disciplinary knowledge					
Locational knowledge	To locate some of the world's countries with a specific focus on the countries within North and South America. To locate environmental regions, and major cities as well as key physical and human features within the countries being studied. To know the name of major cities of the countries studying. To identify the position and the significance of latitude, longitude, Equator, Tropics of Cancer, Tropics of Capricom, Arctic circle, Antarctic circle as well as the Northern Hemisphere and Southern Hemisphere. To understand the similarities and differences between counties within the UK and states within the USA.	 Identify key features, similarities and differences and localities Explain and summarise findings Understanding key concepts (see below) Good communication Critical thinking Problem solving Teamwork Enquire Demonstrate understanding of key concepts Justify, apply and evaluate findings 					
Place knowledge	To know geographical similarities and differences through the study of human and physical geography of a region within North or South America.	Catalogy, approgramme Crammer james 192					
Human and physical geography	To know and understand key aspects of rivers and the water cycle. To know and understand key aspects of climate zones, biomes and vegetation belts. To know and understand key aspects of different types of settlements and land use as well as the distribution of natural resources.						
Geographical skills and fieldwork (map skills and fieldwork)	To use maps, atlases and globes to locate the world's countries (focus on North and South America). To locate the major cities of North America. To identify the position and understand the significance of the lines of latitude and longitude, the Equator, Arctic and Antarctic circle as well as the Tropics of Cancer and Tropics of Capricom. To compare maps with aerial photographs. To find and recognize places on maps of different scales. To use eight figure compasses and to begin to use six figure grid references. To draw a variety of thematic maps based on their own data. To draw a sketch map using symbols and a key. To use and recognize OS map symbols regularly. To begin to use lines of latitude and longitude on maps. To 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 (such as line graphs) as well as digital technologies.

To select a map for a specific purpose (political/physical map).

To select a map for a specific purpose.

To begin to use atlases to find out other information (i.e. temperature).

To select appropriate methods for data collection.

To use a database to interrogate/amend information collected.

To use graphs to display data collected.

To evaluate the quality of evidence collected and suggest improvements.

To evaluate their sketch map against a set criteria and improve it.

To use field sketches as evidence in an investigation.

To make a judgement about the best angle or viewpoint when taking an image or completing a sketch.

To use photographic evidence in their investigations.

To evaluate the usefulness of the images

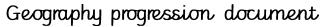
To evaluate the usefulness of the images.				
Key concepts		Vocabulary		
 Space Place Scale Time Interconnection (similarities and differences between places and people) Cultural diversity Cultural awareness Environment Interdependence Physical and human processes Earth systems Environmental impact Sustainable development 	 northern hemisphere southern hemisphere latitude longitude equator Tropics of Capricom and Cancer Arctic circle Antarctic circle antarctica biomes climate climate zone time zones prime meridian Greenwich Mean Time (GMT) river water cycle 	 condensation evaporation precipitation infiltration surface run-off source tributary waterfall confluence meander oxbow lake channel V-shaped valley mouth delta estuary erosion land use flooding 	 upper course middle course lower course trade population density states human features physical features map key symbol scale aerial photograph ordnance survey (OS) grid reference 	





Year 6					
Key area	Substantive knowledge	Disciplinary knowledge			
Locational knowledge	To know the name of some of the world's countries (focus on Europe due to European study and trip to France). To know the name of the major/capital cities of the world (focus on Europe). To identify the position and the significance of latitude, longitude, Equator, Tropics of Cancer, Tropics of Capricom, Arctic circle, Antarctic circle, Northem Hemisphere and Southern Hemisphere as well as Prime/Greenwich Meridian and time zones.	 Identify key features, similarities and differences and localities Explain and summarise findings Understanding key concepts (see below) Good communication Critical thinking Problem solving Teamwork 			
Place knowledge	To know geographical similarities and differences through the study of human and physical geography of a region within the UK and a region in a European country (France).	 Enquire Demonstrate understanding of key concepts Justify, apply and evaluate findings to demonstrate/explain their understanding. Critique and hypothesis about matters such as debt, famine, poverty, affluent, industry, economy as well as the fieldwork they carry out. 			
Human and physical geography	To know and understand key aspects of economic activity including trade links. To know and understand key aspects of the distribution of natural resources including energy, food, minerals and water. To know and understand key aspects of types of settlement and land use and how/why these have changed over time. To know and understand key aspects of climate zones and rivers.				
Geographical skills and fieldwork (map skills and fieldwork)	To use maps (including digital), atlases and globes to locate some of the world's countries. To identify the position and significance of the lines of latitude and longitude, the Equator, Arctic and Antarctic circle, Tropics of Cancer, Tropics of Capricom as well as Prime/Greenwich Meridian and time zones (including day and night). To follow a short route on an OS map. To describe features shown on an OS map. To use atlases to find out data about other places (such as trade distribution). To use eight figure compasses and six figure grid references accurately. To use lines of latitude and longitude on maps. To draw plans of increasing complexity. To begin to use and recognize atlas symbols. To 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 (such as pie charts) as well as digital technologies. To select appropriate methods for data collection.				







To use a database to interrogate/amend information collected.

To use graphs to display data collected.

To evaluate the quality of evidence collected and suggest improvements.

To evaluate their sketch map against a set criteria and improve it.

To use field sketches as evidence in an investigation.

To make a judgement about the best angle or viewpoint when taking an image or completing a sketch.

To use photographic evidence in their investigations. To evaluate the usefulness of the images.

To evaluate the usefulness of the images.			
Key concepts	Vocabulary		
 Space Place Scale Time Interconnection (similarities and differences between places and people) Cultural diversity Cultural awareness Environment Interdependence Physical and human processes Earth systems Environmental impact Sustainable development 	 economy natural resources man-made resources distribution settlements land use exports global supply chain globalisation fairtrade industrial residential residential urban tranguage religion religion dagriculture prime meridian Greenwich Mean Time (GMT) change continuity human features physical features physical features map key symbol scale scale aerial photograph ordnance survey (OS) grid reference 		