



Early Learning Goals	National Curriculum Expectations	
<p>People Culture and Communities. Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read 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. <p>The Natural World. Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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 in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>In KS1 pupils should be taught:</p> <ul style="list-style-type: none"> 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. 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. 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. 	<p>In KS2 pupils should be taught:</p> <ul style="list-style-type: none"> 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). 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. 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. 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.



Skills Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	<ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world, such as the place where they live and their school. Show care and concerns for the environment. 	<ul style="list-style-type: none"> Begin to ask / initiate geographical questions. Use NF books, stories, atlases, pictures / photos and internet as sources of information. Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions. Make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photograph. Investigate places and themes at more than one scale. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps. 	<ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions, e.g. compare historical maps of varying scales, temperature of various locations, influence on people/everyday life. 	<ul style="list-style-type: none"> Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature, look at patterns and explain reasons behind it. 	<ul style="list-style-type: none"> Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations - influence on people / everyday life. 	<ul style="list-style-type: none"> Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.
Locational Knowledge	<ul style="list-style-type: none"> Follow simple directions using positional language. 	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards). 	<ul style="list-style-type: none"> Follow directions (as yr 1) including North, South, East and West. 	<ul style="list-style-type: none"> Use 4 compass points to follow / give directions. Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 4 compass points well: Begin to use 8 compass points. Use letter/no. co-ordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> Use 8 compass points. Begin to use 4 figure co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing Maps	<ul style="list-style-type: none"> Draw and create their own map using real objects and pictures. 	<ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories. 	<ul style="list-style-type: none"> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph). 	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order. Make a simple scale drawing. 	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order. Make a simple scale drawing. 	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	<ul style="list-style-type: none"> Understand a simple map 	<ul style="list-style-type: none"> Use own symbols on imaginary map. 	<ul style="list-style-type: none"> Begin to understand the 	<ul style="list-style-type: none"> Know why a key is needed. 	<ul style="list-style-type: none"> Know why a key is needed. 	<ul style="list-style-type: none"> Draw a sketch map using symbols and a 	<ul style="list-style-type: none"> Use/recognise OS map symbols.



	<p>can represent a place and a feature in the environment e.g. a toilet.</p>		<p>need for a key. <ul style="list-style-type: none"> Use class agreed symbols to make a simple key. </p>	<ul style="list-style-type: none"> Use standard symbols. 	<ul style="list-style-type: none"> Begin to recognise symbols on an OS map. 	<p>key.</p> <ul style="list-style-type: none"> Use/recognise OS map symbols. 	<ul style="list-style-type: none"> Use atlas symbols.
Using Maps	<ul style="list-style-type: none"> Use a simple pictorial map during a visit or school trip. 	<ul style="list-style-type: none"> Use a simple picture map to move around the school. Recognise that it is about a place. 	<ul style="list-style-type: none"> Follow a route on a map. Use a plan view. Use an infant atlas to locate places. 	<ul style="list-style-type: none"> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering). 	<ul style="list-style-type: none"> Locate places on large scale maps, (e.g. Find UK or India on globe). Follow a route on a large scale map. 	<ul style="list-style-type: none"> Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village). Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world). 	<ul style="list-style-type: none"> Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns).
Perspective	<ul style="list-style-type: none"> Explore and use maps through play e.g car maps, playground, beebot maps. 	<ul style="list-style-type: none"> Draw around objects to make a plan. 	<ul style="list-style-type: none"> Look down on objects to make a plan view map. 	<ul style="list-style-type: none"> Begin to draw a sketch map from a high view point. 	<ul style="list-style-type: none"> Draw a sketch map from a high view point. 	<ul style="list-style-type: none"> Draw a plan view map with some accuracy. 	<ul style="list-style-type: none"> Draw a plan view map accurately.
Scale / Distance	<ul style="list-style-type: none"> Use language longer, shorter, closer further. 	<ul style="list-style-type: none"> Use EYFS language and include near, far, furthest, quickest. 	<ul style="list-style-type: none"> Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map). 	<ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a country on different scale maps). 	<ul style="list-style-type: none"> Begin to match boundaries (E.g. find same boundary of a county on different scale maps). 	<ul style="list-style-type: none"> Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile). 	<ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Map Knowledge	<ul style="list-style-type: none"> Name and locate different parts of the school and the local area familiar to them. 	<ul style="list-style-type: none"> Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, Scotland and Ireland. 	<ul style="list-style-type: none"> Locate and name on UK map major features e.g. London, River Thames, home location, seas. 	<ul style="list-style-type: none"> Begin to identify points on maps A,B and C. 	<ul style="list-style-type: none"> Begin to identify significant places and environments. 	<ul style="list-style-type: none"> Identify significant places and environments. 	<ul style="list-style-type: none"> Confidently identify significant places and environments.