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| EYFS | | |
| 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 work 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. |
| Understanding the World  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. |

Each class should use the skills in previous years as well as build on new skills in their current year.

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| Curriculum Area | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
| Type of Maps | Picture maps and globes | | Infant atlas | | Larger scale OS map  Begin to use map sites on internet  Junior atlas | | Use large and medium OS maps  Use map sites on internet  Identify features on aerial photographs | | Use index and contents page in atlas | | Confidently use atlas  Recognise world map as flattened globe  Use OS maps | |
| Location | Learn names of some places in the UK | | Locate and name on UK map major features | | Begin to identify points on a map | | Begin to identify significant places and environments | | Identify significant places and environments | | Confidently identify significant places and environments | |
| Plans | Draw around objects to make a plan | | Look down on objects to make a plan view map | | Begin to draw a sketch map from a high point of view | | Draw a sketch map from a high point of view | | Draw a plan view map with some accuracy | | Draw a plan view map with accuracy | |
| Route Work | Use a simple picture map to move around school. | | Follow a route on a map. | | Follow a route on a map with some accuracy. | | Follow a route on a large scale map | | Select map for specific purpose. | | Follow a short route on OS map. | |
| Drawing Maps | Draw picture maps of imaginary places and from stories. | | Draw a map of a real or imaginary place. | | Try to make a map of a short route experienced. | | Make a map of a short route experienced with features in correct order, | | Begin to draw a variety of thematic maps based on their own data | |  | |
| Direction/ Location | Follow directions (up, down, left and right) | | Follow directions (up, down, left, right, forward, backward and NSEW) | | Use 4 compass points to follow give directions. | | Use 4 compass points well and begin to use 8 points. | | Use 8 compass points  Begin to use 4 figure co-ordinates to locate features on a map. | |  | |
| Vocabulary | Equator  South pole  North pole  Seven continents – North America, South America, Africa, Europe, Asia, Australia and Antarctica.  Five Oceans – Pacific, Atlantic, Indian, Arctic and Southern.  Near, far, wet, sunny, hot, dry, cold, house, school, street, shop  United Kingdom, world, England, Scotland, Northern Ireland,  winter, summer, spring and autumn. | | Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert Ocean, Atlantic, Pacific, Indian, continent, capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe | | Britain, British Isles - England, Ireland, Wales and Scotland  Capital Cities – London, Edinburgh, Cardiff and Belfast  Rivers, Mountains and hills.  North, East , South and West, Directions  Physical features, Human features , Evaluate , Route  Map Physical features: glacier, mountain, ocean, iceberg Rainforest Equator  Polar regions Coastal areas Weather  tropics of cancer and Capricorn latitude, longitude, equator, northern hemisphere, southern hemisphere.  times zones Greenwich meridian | | Mountains , Flat Lands, Eccles, rural, urban, OS maps, roads maps, aerial maps,  Earthquake vocab – aftershock, epicentre, fault line, foreshock, mainshock. magnitude, richter scale  Earth – tectonic plates Volcano vocab active volcano, ash, crater, dormant volcano, extinct, igneous rock, lava, magma, vent , summit crater and magma.  Compass northeast, southeast, outhwest and northwest. Compass - northeast, southeast, southwest and northwest.  Europe | | climate zones, biomes and vegetation belts  rivers - names of key rivers chosen to study the water cycle.  settlement, land use, economic activity, trade links  North America | | Longitude, equator, latitude, hemispheres. Tsunamis, volcano, earthquake, draught,  Evaporation, precipitation, groundwater, run off  fault line, tectonic shift, wavelength, displace, shoaling  aftershock,epicentre, fault line, foreshock, mainshock. Magnitude, mercalli scale, richter scale  active volcano, ash, crater, dormant volcano, extinct, igneous rock, lava, magma, vent , summit crater and magma.  South America | |
| Enquiry Skills | Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world | | Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. | | Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features | | Ask and respond to more searching geographical questions including ‘how?’ and ‘why?’ Identify and describe similarities, differences and patterns when investigating different places, environments and people. | | Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments. | | Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues | |
| Field Work | awareness of features of the environment in the setting  Give opportunities to record findings by, e.g. drawing, writing, | Observe and describe daily weather patterns.  Use simple fieldwork and observational skills when studying the geography of their school and its grounds. | | Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment | | Observe, record, and name geographical features in their local environments. | | Observe, record, and explain physical and human features of the environment. | | Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. | | Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings | |
| Place and Locational Knowledge |  | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Understand the difference between human and physical geography. | | Name and locate the surrounding seas of the United Kingdom. Name and locate the world’s seven continents and five oceans Understand and study the difference between human and physical geography with a study of a contrasting location | | On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions Locate and name the main counties and cities in England. Locate and name the main cities in/around Eccles Locate Russia Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. | | Name and locate several countries in Europe including France, Germany, Spain and Italy Identify capital cities of Europe. Name different cities of the UK and the human and physical characteristics. Identify and locate highest mountains/volcanoes in the world. Locate north and south Americas | | Use old maps to map out how land use has changed in Eccles/Manchester over time.  Rivers around the world and the UK  North Americas climate, comparisons to the UK, land use and trade. | | Coasts in the UK  Mountain ranges in south America.  Human and physical features in south America | |
| Human and Physical Geography |  | Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to: key physical features, including:, forest, hill, mountain, soil, valley, vegetation,. key human features, including: city, town, village, factory, farm, house, office | | 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 Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles | | Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.  Types of settlements in modern Britain: villages, towns, cities. | | Physical geography comparing three different areas in the UK. Look at how to world is moving and changing due to climate change.  Find out about tectonic plates and their locations.  Human geography - what are we doing that will cause climate change. | | Locate key rivers in the UK and the world  the key features of the river system.  Human and physical features in Eccles – observe, measure, record and present. | | Physical features of coasts.  Physical geography – tsunamis, earthquake, volcanoes, draught. | |

*“On our journey of faith, with Jesus as our guide, we share friendship, value learning and show*

*respect for ourselves and others, as we live, learn, play, work and pray together in our community.”*