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|  | **EYFS** | |
| ***Communication and language***   * Communicate a route using positional language * Listen attentively and respond to discussions about place and space * Discuss how places make them feel   ***Personal, Social, Emotional Development***   * Discuss places that make them feel safe and less safe and how they might mitigate those * Discuss why places feel good or bad   ***Physical Development***   * Relate to the challenge of walking up a steep hill/swimming * Begin to show accuracy and care when drawing   ***Mathematics***   * Talk about the shapes of landmarks * Count the number of landmarks * Estimate the number of landmarks * Spot patterns in the environment around them | ***Understanding the world***   * Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps * Know some similarities and differences between different 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 – where appropriate – maps * Explore the natural world around them, making observations and drawing on pictures of animals and plants * Know some similarities between the natural world around them and contrasting environments, drawing on their experience 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   ***Expressive Arts and Design***   * Use a variety of materials to create their own representations of the world around them * Tell stories based on the world around them   ***Literacy***   * Practice writing geographical terms * Write sentences based on pictures from around the world |

**Key Stage One**

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| **Year 1** | | | |
| **Substantive Knowledge** |  |  |  |
| **What can we grow in our allotment?**   * Identify and name the four countries that make up the United Kingdom and their capital cities, and the surrounding seas. * Locate on a map the countries of the United Kingdom and their capital cities. * Identify the national flags of each country and discuss the Saint Andrew's Cross, Saint George's Cross, and Saint Patrick's Cross, which combine to form the Union Jack. * Use basic geographical vocabulary to describe key human features, including city, town, village, farm, house, office, port, harbour, and shop. * Identify and comment on the physical features of their own school and its grounds and the key human and physical features of its surrounding environment. * Know directional vocabulary – left, right, forward and backwards | **Can we save our world?**   * Use basic geographical vocabulary to refer to key physical features, such as beach, coast, sea, ocean, river, and weather. * Demonstrate a basic understanding of the weather patterns in the United Kingdom and how these can vary from place to place. * Be aware of the seasonal changes and how the weather affects the physical landscape of the United Kingdom. * Name and locate the 7 continents and 5 oceans | **Why do some animals have furry paws and some have sharp claws?**   * Identify and describe the different types of weather they experience. * Identify hot and cold areas of the world in relation to the equator and the Poles. * Identify contrasting weather environments. |