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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
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**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.
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