| **EYFS: Understanding the World**  Understanding the World (UW) involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment. UW is broken down into three aspects: Past and Present, People, Culture and Communities and The Natural World.  **3 and 4 year olds:**  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 world and talk about the differences they have experienced or seen in photos.   Mathematics:   * Understand position through words ‘under’ and ‘on top of’. * Describe a familiar route. * Discuss routes and locations, using words like ‘in front of’ and ‘behind’.   **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:** People, Culture and Communities   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Explain some differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.   **ELG:** The Natural World:   * Explore the natural world around them, making observations and drawing pictures of animals and plants. * Know 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. | | |
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| **Key Stage 1:**  Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.  Pupils should be taught:  Locational knowledge   * 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.   Place knowledge   * 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.   Human and physical geography   * 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. * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.   Geographical skills and fieldwork   * 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 | | |
|  | Year 1 | Year 2 |
| Location Knowledge | * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. * Name and locate the world’s seven continents and five oceans. |
| Place Knowledge | * 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 using Barnaby Bear/class bear. | * 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 non- European country. |
| Human & Physical Geography | * Identify seasonal/daily weather patterns in the UK 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 physical features of their school and its grounds and of the surrounding environment, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. | * Identify seasonal/daily weather patterns in the UK 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 (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non- European country. |
| Geographical Skills & Fieldwork | * Use maps, atlases, and globes to identify the continents and oceans studied at this key stage. * Use locational and directional language (e.g. near and far, left, and right), describe the location of features and routes on maps. * Use photographs to recognise landmarks and basic human and physical features, devise simple picture maps. * Use simple fieldwork and observational skills to study the geography of their school and its grounds. | * Use world maps, atlases, and globes to identify the United Kingdom and its countries. * Use simple compass directions (North, East, South and West), 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 fieldwork and observational skills to study the key human and physical features of the school’s surrounding areas. |

| **Key Stage 2:**  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.  Pupils should be taught:  Locational knowledge   * 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).   Place knowledge   * 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.   Human and physical geography   * 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.   Geographical skills and fieldwork   * 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 | | | | |
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|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Location Knowledge | * Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. | * Locate the world’s countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. * Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. | * Locate the main countries in Europe and North or South America. Locate and name principal cities. * Compare 2 different regions in UK rural/urban. * Locate and name the main counties and cities in England. * Link with History and compare land use maps of the UK from past with the present, focusing on land use. * Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day | * Locate the main countries in Africa, Asia and Australasia/Oceania on a world map. * Identify their main environmental regions, key physical and human characteristics, and major cities. * Link with local history, map how land use has changed in the local area over time. * Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. * Understand how these features have changed over time. |
| Place Knowledge | * Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. | * Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country. | * Compare a region in the UK with a region in N. or S. America with significant differences and similarities. | * Compare a region in the UK with a region in N. or S. America with significant differences and similarities e.g Link to Fairtrade of bananas in St Lucia * Understand some of the reasons for similarities and differences. |
| Human & Physical Geography | To describe and understand key aspects of:   * Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. | To describe and understand key aspects of:     * Physical geography including Volcanoes and earthquakes, looking at plate tectonics. * Types of settlements in modern Britain: villages, towns, cities | To describe and understand key aspects of:   * Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. * Human geography including trade between UK and Europe and ROW * Fair/unfair distribution of resources (Fairtrade). * Types of settlements in Viking, Saxon Britain linked to History. | To describe and understand key aspects of:   * Distribution of natural resources focussing on energy (link with coal mining history and eco-power in D&T) |
| Geographical Skills & Fieldwork | * 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | * Use maps, atlases & globes and digital/computer mapping (Google Earth) to locate countries and describe features studied * Learn the eight points of a compass, and four-figure grid references. * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. * Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. * To extend to 6 figure grid references with teaching of latitude and longitude in depth. * To expand map skills to include non-UK countries. * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |