



# Geography

	Nursery	Reception	Year 1	Year 2	End of Key stage Expectations
Location Knowledge		To talk about similarities and differences in relation to places, objects, materials and living things.	<p>To recognise similarities and differences in their immediate environment.</p> <p>To talk about people and places beyond their local environment.</p> <p>To locate and label the continents and five oceans Name and locate the four countries making up the British Isles.</p>	<p>Name the four countries making up the British Isles To locate and label the continents and five oceans.</p> <p>To know the main river running through each country of the British Isles.</p> <p>Use maps to identify and label the countries of North America.</p> <p>Identify key human and physical characteristics of North America.</p>	<p>Name, identify and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas.</p>
Place Knowledge	<p>Notice detailed features of objects in their environment. (22-36)</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50)</p>	To talk about the features of their own immediate environment and how environments might vary from one another.	<p>To talk about Maryport.</p> <p>To talk about the homes and families of people in another country (within Europe).</p> <p>To talk about and find their way around school showing an awareness of where things belong and people within school.</p> <p>Compare Maryport with a contrasting city.</p>	<p>Compare England with a contrasting country in the World.</p> <p>Make comparisons between England compared to North and South America.</p> <p>To compare two contrasting cities.</p>	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.

<b>Human and Physical</b>	<p>Looks closely at similarities and differences, patterns and change (40-60).</p>	<p>To make observations of the environment and explain why some things occur and talk about changes.</p>	<p>To express their views on features of the environment of Maryport.</p> <p>To show their knowledge, skills and understanding in studies about Maryport.</p> <p>To use resources and observations to ask and respond to questions about places and environments.</p> <p>Compare and contrast two British localities in terms of weather.</p> <p>Identify patterns of weather in the UK and link this to seasons.</p>	<p>To name and locate hot and cold places in relation to the equator in North and South America.</p> <p>To explore hot and cold climates.</p> <p>Compare and contrast a city and rural location.</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</p> <p>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.</p> <p>Key human features: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
<b>Geographical Skills and Fieldwork</b>	<p>Enjoys playing with small world models such as farm, a garage or a train track (22-36).</p> <p>Uses positional language (30-50).</p>	<p>Children use everyday language to talk about positions and distance to solve problems.</p> <p>Can describe their relative position such as behind or next to (40-60 SSM).</p>	<p>Develop maps of the local environment.</p> <p>Where are the shops located in Royton etc.</p> <p>Draw journeys the children go on. Journey to school. Journey to Grandmas etc.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>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.</p>	<p>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.</p> <p>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.</p>