



<p>Reception</p> <p>Talks about members of his/her immediate family and community</p> <p>Names and describes people who are familiar to him/her</p> <p>Is able to draw information from a simple map</p> <p>Understands that some places are special to members of his/her community</p> <p>Recognises that people have different beliefs and celebrate special times in different ways</p> <p>Recognises some similarities and differences between life in this country and life in other countries</p> <p>Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG)</p> <p>Is able to 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 (ELG)</p>

	Year 1	Year 2
Geographical skills and fieldwork	<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography of the school and its grounds</p> <p>Use simple maps of the local area e.g. large scale, pictorial etc.</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 e.g. near and far; left and right, to describe the location of features and routes on a map</p>



	<p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes</p> <p>Make simple maps and plans e.g. pictorial place in a story</p>	<p>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</p> <p>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</p>
Locational knowledge	<p>Understand how some places are linked to other places e.g. roads, trains</p>	<p>Name 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 United Kingdom</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom</p>
Human and physical geography	<p>Describe seasonal weather changes</p>	<p>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</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>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
Place knowledge	<p>Name, describe and compare familiar places</p> <p>Link their homes with other places in their local community</p> <p>Know about some present changes that are happening in the local environment e.g. at school</p> <p>Suggest ideas for improving the school environment</p>	<p>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</p>