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| **End of EYFs Expectations** | | | **End of KS1 Expectations** | | | **End of KS2 Expectations** |
| **ELG: Understanding the World**   * Show interest in different occupations * Continue developing positive attitudes about the differences between people * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos * Draw information from a simple map * Recognise some similarities and differences between life in this country and life in other countries * Recognise some environments that are different from the one in which they live | | | 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 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. |
| **Age Phase** | **Cycle** | **Areas of learning** | | **Main National Curriculum Focus** | **Substantive Knowledge** | |
| **EYFS** | Throughout the year | Who are the people that help us?  What are the differences between our country and others?  What and how do we celebrate?  What is a map?  How different are other parts of our country? | | Locational Knowledge  Place Knowledge  Human and Physical Geography  Skills and Fieldwork | Locational Knowledge   * Know where the local shops are * Know why there is a need for shops, schools, churches, etc. * Able to spot features such as the school, local church, sea, river in aerial photos. * Know that atlases, globes and maps show places both locally and in the wider world. * Know which town and country they live in.   Place Knowledge   * Know 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 and aerial photographs * Be able to describe some of the landscapes where they live using terms such as seaside and mountains.   Human and Physical Geography   * Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class * Know that the weather changes at different times of the year in the Uk and how this affects people and what they wear. * Know that some of the food we eat comes from this country and some comes from other countries.   Skills and Fieldwork   * Describe their immediate environment using knowledge from photographs, fieldwork observations, discussion, stories, non-fiction texts and maps | |
| **KS1** | Autumn – Cycle A | *Our school and our local area* | | Locational knowledge  Place knowledge  Skills and fieldwork | Locational Knowledge   * Know how to use an atlas and different maps to locate and label places. * Know the name of the nearest town or city and be able to locate and label this on a map and/or aerial photograph.   Place Knowledge   * Use maps, photographs and videos to explain these differences in geographical terms.   Human and Physical Geography   * Know that some food we eat is grown locally and some from other parts of Britain and the world and be able to name some of these. * Know and identify the following physical features on a map and aerial photograph: mountain, lake, island, valley, river, cliff, forest and beach   Skills and Fieldwork   * Be able to follow a simple road map and recognise symbols for key landmarks- church, forest, river, play area * Use observational skills to describe key features of our village and school grounds * Recognise and name the key features in their local environment and be able to plot these on a map and locate on an aerial photograph * Able to create a map showing a simple route including a simple key * Able to create a simple plan of the school grounds with a key * Use observational skills following fieldwork to make a 3D map of the village, using road strips, materials and symbols to show the key landmarks and features * Be able to give directions to places on a map using north, south, east and west | |
| Autumn – Cycle B | *What do I know about the UK and where I live in Cumbria?* | | Locational knowledge  Place knowledge  Human and physical geography  Skills and fieldwork | Locational Knowledge   * Know how to use an atlas and different maps to locate and label places. * Know the names of the four countries that make up the UK and their capital cities. * Know we live on an island that is surrounded by three main seas and be able to name them and locate and label them on a map. * Know the name of the nearest town or city and be able to locate and label this on a map and/or aerial photograph. * Name some of the most important buildings that are located in the capital cities of the UK. * Know that not all areas of the UK are the same as Cumbria.   Place Knowledge   * Know and name the characteristics of the local area using geographical vocabulary- mountains, beach, coast, cliffs valleys, lakes and rivers. * Use maps, photographs and videos to explain these differences in geographical terms.   Human and Physical Geography   * Know which is the hottest and coldest season in the UK * Know and recognise main weather symbols * Know the main differences between city, town and village * Know why we have different coloured bins and be able to talk about how they recycle items and why this matters. * Know some of the advantages and disadvantages of living in a city or village * Know why is it important to recycle and be able to talk in simple terms about pollution and the impact on the local environment. * Know which materials can be recycled. * Know and identify the following physical features on a map and aerial photograph: mountain, lake, island, valley, river, cliff, forest and beach | |
| Spring – Cycle A | *How different would my life be if I lived in Kenya?* | | Place knowledge | Locational Knowledge   * Know the names of and locate the seven continents of the world * Know the names of and locate the five oceans of the world   Place Knowledge   * Know the main differences between the climate and features of a place in England and that of a small area of a non-European country. * Use maps, photographs and videos to explain these differences in geographical terms.   Human and Physical Geography   * Know the main differences between the climate and features of a place in England and that of a small place in a non-European country * Know how human and physical features often depend on the climate of a place. | |
| Spring – Cycle B | *Our world* | | Locational knowledge  Human and physical geography  Skills and fieldwork | Locational Knowledge   * Know how to use an atlas and different maps to locate and label places. * Know the names of and be able to locate and label the seven continents of the world. * Know the names of and be able to locate and label on a map the five oceans of the world.   Human and Physical Geography   * Know that some food we eat is grown locally and some from other parts of Britain and the world and be able to name some of these. * Know and identify the following physical features on a map and aerial photograph: mountain, lake, island, valley, river, cliff, forest and beach   Skills and Fieldwork   * Talk about the main differences between a world map and a globe | |
| Summer – Cycle A | *Why do we like to be beside the seaside?* | | Place knowledge  Human and physical geography | Place Knowledge   * Know and name the characteristics of the local area using geographical vocabulary- mountains, beach, coast, cliffs valleys, lakes and rivers * Know some of the characteristics associated with a coastal place in comparison to where they live * Use maps, photographs and videos to explain these differences in geographical terms.   Human and Physical Geography   * Know the key physical and human features of a coastal place and able to describe these from a photograph and label on a map. | |
| Summer – Cycle B | *Why are some places in the world always hot and others always cold?* | | Place knowledge  Human and physical geography | Place Knowledge   * Know features of hot and cold places in the world and be able to contrast and compare these with where we live and be able to locate hot and cold places on a map. * Know where the equator, North Pole and South Pole are on a globe. * Use maps, photographs and videos to explain these differences in geographical terms. | |
| **Lower KS2** | Autumn – Cycle A | *Compare and contrast life in the UK with life in a Mediterranean country.* | | Locational Knowledge  Place Knowledge  Skills and Fieldwork | Locational Knowledge   * Know the names of and be able to label and locate some European countries. * Able to locate and label the southern and northern hemisphere countries. * Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.   Place Knowledge   * Know the names of and locate some European countries and capitals on a map * Know some differences between living in the UK and a Mediterranean country * Know the key physical and human characteristics of the Mediterranean. * Know that climate and physical features have an important part to play when considering where and how people live   Skills and Fieldwork   * Use a globe to gain a better understanding about countries’ location in relation to Europe and the UK | |
| Autumn – Cycle B | *Mapping* | | Locational Knowledge  Place Knowledge  Skills and Fieldwork | Locational Knowledge   * Know the names of and be able to label and locate some European countries. * Know the names of and able to locate and label some counties and cities in the UK. * Able to locate and label the southern and northern hemisphere countries. * Know where the main mountain regions are in the UK and able to locate and label on a map, digimap and aerial photograph. * Know, name and label and locate the main rivers in the UK. * Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.   Place Knowledge   * Explain clearly the main differences between a hamlet, a village, a town and a city * Know the main differences between a rural and an urban location within the UK * Know that weather patterns within the UK can vary between counties.   Skills and Fieldwork   * Use four figure grid references to locate places and to give directions * Begin to use eight points of the compass to locate places and to describe locations * Give directions using north, south, east and west * Recognise ordnance survey symbols * Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian * Distinguish between the Northern and Southern hemisphere on both a world map and a globe * Talk about the features in their local environment and compare it with another they know | |
| Spring – Cycle A | *Angry earth – what are earthquakes, volcanoes and tsunamis? How are mountains formed and what causes an earthquake, tsunami or volcano?* | | Locational Knowledge  Human and Physical Geography | Locational Knowledge   * Know where the main mountain regions are in the UK and able to locate and label on a map, digimap and aerial photograph.   Human and Physical Geography   * Know what earthquakes, tsunamis and volcanoes are * Know what types of weather causes an earthquake and tsunami and able to use geographical vocabulary to explain what these are. * Know where in the world extreme weather patterns such as hurricanes and tsunami occur and why. * Label the different parts of a volcano * Know the names of a number of the world’s highest mountains and able to label and locate on a map. | |
| Spring – Cycle B | *Renewable energy and climate change* | | Place Knowledge  Human and Physical Geography | Place Knowledge   * Know why towns are located near sources of water.   Human and Physical Geography   * To know what renewable and non-renewable sources of energy are and understand the difference. * To know the advantages and disadvantages of both renewable and non-renewable sources of energy. * Know why recycling is important and able to explain how this impacts on the wider world environment * Know about some of the human features related to the UK, e.g. industry and environment. * Know about the importance of power in our lives. * Know why it is important to find more environmentally friendly sources of energy * Describe the effects of greenhouse gases on climate * Understand the difference between weather and climate * Know how food we eat can have an impact on the environment * Use reduce, reuse, recycle terminology to describe how people can make changes to help climate change | |
| Summer – Cycle A | *What are the main features/jobs within the UK, capital cities and why is the Lake District a unique location?* | | Place Knowledge  Human and Physical Geography  Skills and Fieldwork | Human and Physical Geography   * Know about some of the physical features related to parts of the UK, e.g., lake district, coastal areas, etc. * Know that people’s jobs are determined by where they live * Know how a lake is formed. * Know where the Lake District is and in which county. * Understand why the Lake District is attractive as a tourist area. * Know about the main occupations of the people who live in the Lake District.   Skills and Fieldwork   * Plan a journey within the UK, using a road map | |
| Summer – Cycle B | *How is a river formed?* | | Locational Knowledge  Human and Physical Geography | Human and Physical Geography   * Know and label the main features of a river * Know the name of and able to label and locate a number of the world’s longest rivers. * Know why most cities are situated close to a river * Know and explain the features of a water cycle using vocabulary evaporation, condensation and precipitation correctly. * Know how a river is formed * Know the difference between the upper, middle and lower courses of a river * Know the names and location of many famous rivers in the UK and the world * Know how waterfalls and ox bow lakes are formed * Know what erosion and deposition are in relation to rivers * Know why many cities are situated next to a river * Know why rivers cause flooding * Know the geographical vocabulary associated with rivers, including source, mouth, estuary, meander, tributary | |
| **Upper KS2** | Autumn – Cycle A | *What do we know about North America and what are the main geographical features of particular regions?* | | Locational Knowledge  Place Knowledge | Locational Knowledge   * Know the names of, and able to label and locate, a number of South or North American countries. * Know about time zones and able work out time differences.   Place Knowledge   * Know key differences between living in the UK and in a country in either North or South America | |
| Autumn – Cycle B | *What are the main features of South America and Brazil in particular?* | | Locational Knowledge  Place Knowledge | Locational Knowledge   * Know the names of, and able to label and locate, a number of South or North American countries. * Know about time zones and able work out time differences.   Place Knowledge   * Know key differences between living in the UK and in a country in either North or South America | |
| Spring – Cycle A | *What are the similarities between different biomes?* | | Place Knowledge  Human and Physical Geography | Place Knowledge   * Know and recognise the physical conditions necessary for the creation of different biomes * Contrast the main features found in two different biomes, e.g., tundra and desert   Human and Physical Geography   * Know what is meant by biomes and what are the features of a specific biome * Label layers of a rainforest and know what deforestation is and why it happens. * Know the names of and able to label and locate some of the world’s deserts on a world map * Know about climate change; able to talk about how lifestyles can affect the climate and its potential impact on weather patterns and how changes can affect people’s lives   Skills and Fieldwork   * Use graphs to record features such as temperature or rainfall across the world | |
| Spring – Cycle B | *How do maps help us find our way around?* | | Locational Knowledge  Human and Physical Geography  Skills and Fieldwork | Locational Knowledge   * Know the names of a number of capital cities across the world (including Europe) and which country they are in and able to label and locate on a world map. * Know the names of and able to label and locate on a world map many of the key seas and key areas across the world, e.g., Mediterranean Sea and Suez Canal, Sahara Desert. * Know what is meant by the term ‘tropics’.   Place Knowledge   * Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly   Skills and Fieldwork   * Use appropriate geographical language when giving directions * Recognise ordnance survey (OS) symbols and know what they stand for * Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. * Understand how to use digimaps * Be familiar with topographical maps and know about contours, etc * Understand how to use six-figure grid references and to use these and the eight compass points to give accurate directions | |
| Summer – Cycle A | *What is Fairtrade and why should it matter to us?* | | Human and Physical Geography  Skills and Fieldwork | Human and Physical Geography   * Know about the key human and physical differences between living in the UK and a different European country; able to talk about trade links, land use and jobs. * Know the term ‘fair trade’ and its implications on the lives of so many people * Know about the positive and negative features of plastic * Know about climate change; able to talk about how lifestyles can affect the climate and its potential impact on weather patterns and how changes can affect people’s lives * Know why industry and ports are important to the world and able to explain how trade links work   Skills and Fieldwork   * Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. | |
| Summer – Cycle B | *Grand tour of Europe* | | Locational Knowledge  Place Knowledge  Human and Physical Geography  Skills and Fieldwork | Locational Knowledge   * Know about time zones and able work out time differences.   Place Knowledge   * Know and recognise many of Europe’s key landmarks and able to name which country they are located in. * Know how a continent’s climate can vary and impact on people’s lives   Human and Physical Geography   * Know about the key human and physical differences between living in the UK and a different European country; able to talk about trade links, land use and jobs.   Skills and Fieldwork   * Use maps to locate and label European countries and capitals | |