

Areas of learning	Skills and Knowledge	Nursery	Reception	Yr1	Yr2	Yr2+
Vocabulary		How, same, different	What, why, similar, different, area, Feltham, local, change, litter	UK, atlases, globe, England, Northern Ireland, Scotland, Wales, seas, country, city, equator, continent, North, East, South and West, ocean, similarities, differences, features, contrast, compare, local, location, environment, manufactured, natural, recycle, waste, pollution, survey Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, lake, soil, valley, vegetation, season and weather, landscape, urban Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		
Location Knowledge	Skills	Look closely at home and school environment, looking at similarities and differences. Consider the people that are most important to them.	Look at similarities, differences, patterns and change in Feltham and local area. Creating and asking basic what how and why questions about local environment.	Use atlases, globes and maps to find the UK and its surrounding seas. Identify some characteristics of the 4 countries and capital cities.	Use atlases, globes and maps to find the 7 continents and 5 oceans.	Confidently use atlases/maps and globes. Use map references to find specific countries.
	Knowledge of:	<ul style="list-style-type: none"> Their home and school environment. 	<ul style="list-style-type: none"> Features of immediate environment and consider how environments might vary from one another. 	<ul style="list-style-type: none"> The 4 countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> The world's 7 continents and 5 oceans. What a key shows in an atlas. 	<ul style="list-style-type: none"> The world's 7 continents and 5 oceans. How to use references to locate countries.

Place knowledge	Skills	Consider the people that are most important to them.	Create and ask basic what, how and why questions about immediate environment.	Research countries within the UK	Research another small area in a country outside Europe.	Begin to analyse data and artifacts related to specified region.
		Look closely at home and school environment, looking at similarities and differences.	Look at similarities, differences, patterns and change in Feltham and local area.	Compare and contrast 2 countries of the UK.	Compare and contrast their local area in the UK with a small area in a country outside Europe.	Create open questions to find out information and gain detail on a country and begin to form opinions. Compare, contrast and explain the similarities and differences of areas in any two countries.
	Knowledge of:	<ul style="list-style-type: none"> Their home and school environment and can discuss it. 	<ul style="list-style-type: none"> Features of their own immediate environment and consider how environments might vary from one another. 	<ul style="list-style-type: none"> Some landmarks and traditions of 2 areas in the United Kingdom. For example, Clothes, food, buildings. 	<ul style="list-style-type: none"> A small area of the United Kingdom, A small area in a contrasting non-European country 	<ul style="list-style-type: none"> A region in the United Kingdom, European country and North or South America. How to compare and contrast countries/regions. What an open question is.



Human and Physical Geography	Skills	Observe and monitor nursery growing area and discuss changes taking place over time. Show respect and care for the nursery environment inside and outside e.g. is it tidy? Do resources need fixing?	Closely observe our immediate and local environment. Discuss any changes and what is observed. Show respect and care for our school/classroom and the local environment.	Sort and label pictures of physical and human features	Identify the physical and human features of a non-European country. Identify the location of equator and North and South Pole and relating with weather.	Know key features of specified human and physical aspects and explain how they work, using complex key vocabulary.
	Knowledge of:	<ul style="list-style-type: none"> Living things and the environment and how to show care for them 	<ul style="list-style-type: none"> How can litter affect the local wildlife and nature around us? Look at the importance of recycling. Similarities and differences between themselves, others and the community. 	<ul style="list-style-type: none"> Importance of recycling in the environment Human (manufactured) features Physical features (natural) Geographical vocabulary linked to the UK 	<ul style="list-style-type: none"> The damage plastic waste in the seas and other environments cause Human (manufactured) features Physical (natural) features Geographical vocabulary linked to a non-European country. The location of hot and cold areas in the world in relation to the equator and the north and south poles 	<ul style="list-style-type: none"> Impact of pollution in the environment Geographical vocabulary linked to specified human and physical features. What a key feature is.



Geographical Skills and Fieldwork	Skills	Comment and ask questions about aspects of their familiar world e.g. the nursery environment, their home environment.	Comment and ask questions about aspects of their familiar world e.g. Feltham, train station, Asda, McDonald's	Observe some features in the school playground and begin to create a map using 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.	
			To create a simple map of their journey to school.	Describe the location of features and routes on a map. Create own map using a key. Ask simple geographical questions and discuss responses. Use world maps, atlases and globes to find countries that they are familiar with.	Devise a simple map; and use and construct basic symbols in a key. Ask more complex geographical questions and discuss responses. Use world maps, atlases and globes to locate countries and oceans Use aerial photographs and plan perspectives to recognise landmarks.	Understand and use keys and create their own Draw and analyse a range of graphs Use an 8-point compass and 4-6 grid references
	Knowledge of:	<ul style="list-style-type: none"> Familiar local buildings. E.g. Train station, Asda, McDonald's which they can name and identify. 	<ul style="list-style-type: none"> Key landmarks they might see on a familiar journey eg, on the way to school or visiting a relative. 	<ul style="list-style-type: none"> The United Kingdom, its countries and surrounding seas Compass directions and locational and directional language. 	<ul style="list-style-type: none"> Of their school grounds and surrounding area. The countries, continents and oceans studied at this key stage. Landmarks and basic human and physical features. Compass directions and locational and directional language (N, E, S and W). 	<ul style="list-style-type: none"> Key features of a map. How to use a compass and reference points to locate features or countries. How to compare and analyse a graph.

