

EYFS: Reception

Understanding the world;
Development matters and Early Learning Goals

Identifying land and water on a map or globe

Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*

Development Matters

Draw information from a simple map.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different from the one in which they live.

Understand that some places are special to members of their community.

To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)*

To know that usually water is represented in blue on a map or globe.

To know the name of their school and the place where they live.

To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*

Early Learning Goals

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
<p>Locating two of the world's seven continents on a world map.</p> <p>Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.</p> <p>Showing on a map which continent they live in.</p>	<p>Locating all the world's seven continents on a world map.</p> <p>Locating the world's five oceans on a world map.</p> <p>Showing on a map the oceans nearest the continent they live in.</p>	<p>Name and locate the world's seven continents and five oceans</p>
<p>To know the name of two continents (Europe and Asia).</p> <p>To know that a continent is a group of countries.</p> <p>To know that they live in the continent of Europe.</p> <p>To know that an ocean is a large body of water.</p> <p>To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean).</p>	<p>To be able to name the seven continents of the world.</p> <p>To be able to name the five oceans of the world.</p>	
<p>Locating the four countries of the United Kingdom (UK) on a map of this area.</p> <p>Showing on a map which country they live in and locating its capital city.</p>	<p>Locating the surrounding seas and oceans of the UK on a map of this area</p> <p>Locating the capital cities of the four countries of the UK on a map of this area.</p> <p>Identifying characteristics (both human and physical) of the four capital cities of the UK.</p> <p>Showing on a map the city, town or village where they live in relation to their capital city.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
<p>To know that the UK is short for 'United Kingdom'.</p> <p>To know that a country is a land or nation with its own government.</p> <p>To know that the United Kingdom is made up of four countries and their names.</p> <p>To know the name of the country they live in.</p>	<p>To know that a sea is a body of water that is smaller than an ocean.*</p> <p>To know that there are four bodies of water surrounding the UK and to be able to name them.</p> <p>To name some characteristics of the four capital cities of the UK.</p> <p>To know the four capital cities of the UK.</p> <p>To know that a capital city is the city where a country's government is located.</p>	

Lower key stage 2

Upper key stage 2

National curriculum - end of KS2
Pupils should be able to:

Locating some countries in Europe and North and South America using maps.

Locating some major cities of the countries studied.

Locating some key physical features in countries studied on a map including significant environmental regions.

Locating some key human features in countries studied.

Locating the world's most significant mountain ranges on a world map and identifying any patterns.

Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.

Locating some of the world's most significant rivers and identifying any patterns.

Locating more countries in Europe and North and South America using maps.

Locating major cities of the countries studied.

Locating key physical features in countries studied on a map .

Locating key human features in countries studied.

Identifying significant environmental regions on a map.

Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.

To know where North and South America are on a world map.

To know the names of some countries and major cities in Europe and North and South America.

To know the names of some of the world's most significant mountain ranges.

To know the names of some of the world's most significant rivers.

To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.

To know that climate zones are areas of the world with similar climates.*

To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).*

To know that biomes are areas of world with similar climates, vegetation and animals.*

To know the world's biomes. *

To know vegetation belts are areas of the world which are home to similar plant species.*

To know the name of many countries and major cities in Europe and North and South America.

To know the location of key physical features in countries studied.

To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).*

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

Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Locating some counties in the UK (local to your school).</p> <p>Locating some cities in the UK (local to your school).</p> <p>Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.</p> <p>Beginning to locate the twelve geographical regions of the UK.</p> <p>Identifying how topographical features studied have changed over time using examples.</p> <p>Describing how a locality has changed over time, giving examples of both physical and human features.</p>	<p>Locating many counties in the UK.</p> <p>Locating many cities in the UK.</p> <p>Confidently locating the twelve geographical regions of the UK.</p> <p>Identifying key physical and human characteristics of the geographical regions in the UK.</p> <p>Understanding how land-use has changed over time using examples.</p> <p>Explaining why a locality has changed over time, giving examples of both physical and human features.</p>	
<p>To know the name of some counties in the UK (local to your school).</p> <p>To know the name of some cities in the UK (local to your school).</p> <p>To know the name of the county that they live in and their closest city.</p> <p>To begin to name the twelve geographical regions of the UK.</p> <p>To know the main types of land use.*</p> <p>To know some types of settlement.*</p>	<p>To know the name of many counties in the UK.</p> <p>To know the name of many cities in the UK.</p> <p>To confidently name the twelve geographical regions of the UK.</p> <p>To know that London and the South East regions have the largest population in the UK.</p>	<p>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</p>

Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Finding the position of the Equator and describing how this impacts our environmental regions.</p> <p>Finding lines of latitude and longitude on a globe and explaining why these are important.</p> <p>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</p> <p>Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.</p> <p>Identifying the position and significance of both the Arctic and Antarctic Circle.</p>	<p>Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.</p> <p>Using longitude and latitude when referencing location in an atlas or on a globe.</p>	
<p>To know that countries near the Equator have less seasonal change than those near the poles.</p> <p>To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</p> <p>To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</p> <p>To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</p> <p>To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</p> <p>To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.</p> <p>To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.</p> <p>To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.</p>	<p>To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</p>	<p>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)</p>