

EYFS: Reception

Understanding the world;  
Development matters and Early Learning Goals

Observing weather across the seasons.  
 Observing and discussing the effect the changing seasons have on the world around them.  
 Beginning to use the names of the seasons in the correct context.  
 Making observations about the features of places (in stories, photographs or in the school grounds/local area).  
 Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).\*

To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.  
 To know some of the key characteristics of each season.  
 To know that there are four seasons in a year marked by certain weather conditions.  
 To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)\*  
 To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).\*

**Development matters**  
 Describe what they see, hear and feel whilst outside.  
 Explore the natural world around them.  
 Understand the effect of changing seasons on the natural world around them.

**Early Learning Goals**  
 Explore the natural world around them, making observations and drawing pictures of animals and plants;  
 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  
 Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

Year 1	Year 2	National curriculum - end of KS1 Pupils should be able to:
<p>Describing how the weather changes with each season in the UK.</p> <p>Describing the daily weather patterns in their locality.</p> <p>Confidently using the vocabulary 'season' and 'weather'.</p>	<p>Locating some hot and cold areas of the world on a world map.</p> <p>Locating the Equator and North and South Poles on a world map.</p> <p>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</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>To know the four seasons of the UK.</p> <p>To know that 'weather' refers to the conditions outside at a particular time.</p> <p>To know that different parts of the UK often experience different weather.</p> <p>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.</p> <p>To know that weather conditions can be measured and recorded.</p>	<p>To know that the Equator is an imaginary line around the middle of the Earth.</p> <p>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</p> <p>To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</p> <p>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</p>	
<p>Recognising some physical features in their locality.</p>	<p>Describing the key physical features of a coast using subject specific vocabulary.</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>To know that physical features means any feature of an area that is on the Earth naturally.</p>	<p>To know that coasts (and other physical features) change over time.</p> <p>To know some key physical features of the UK.</p>	
<p>Recognising some human features in their locality.</p>	<p>Describing and understanding the differences between a city, town and village.</p> <p>Describing the key human features of a coastal town using subject specific vocabulary.</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>
<p>To know that human features means any feature of an area that was made or built by humans.</p>	<p>To know that a sea is a body of water that is smaller than an ocean.</p> <p>To know that human features change over time.</p> <p>To know some key human features of the UK.</p>	

Lower key stage 2

Upper key stage 2

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

Mapping and labeling the seven biomes on a world map.

Understanding some of the causes of climate change.

Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.

Describing where volcanoes, earthquakes and mountains are located globally.

Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.

Describing how humans use water in a variety of ways.

Describing and understanding the key aspects of the six biomes.

Describing and understanding the key aspects of the six climate zones.

Understanding some of the impacts and causes of climate change.

Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.

Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.

To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.

To know the courses and key features of a river.

To know the different types of mountains and volcanoes and how they are formed.

To know that an earthquake is the intense shaking of the ground.

To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.\*

To know the world's biomes.\*

To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.

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

To know the world's different climate zones.\*

To know that climates can influence the foods able to grow.

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

To name and describe some of the world's vegetation belts.

To know why the ocean is important.

Describe and understand key aspects of:

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Lower key stage 2	Upper key stage 2	National curriculum - end of KS2 Pupils should be able to:
<p>Describing and understanding types of settlement and land use.</p> <p>Explaining why a settlement and community has grown in a particular location.</p> <p>Explaining why different locations have different human features.</p> <p>Explaining why people might prefer to live in an urban or rural place.</p> <p>Describing how humans can impact the environment both positively and negatively, using examples.</p>	<p>Describing and understanding economic activity including trade links.</p> <p>Suggesting reasons why the global population has grown significantly in the last 70 years.</p> <p>Describing the 'push' and 'pull' factors that people may consider when migrating.</p> <p>Understanding the distribution of natural resources both globally and within a specific region or country studied.</p> <p>Recognising geographical issues affecting people in different places and environments.</p> <p>Describing and explaining how humans can impact the environment both positively and negatively, using examples.</p>	<p>Describe and understand key aspects of:</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
<p>To know the main types of land use.*</p> <p>To know the different types of settlement.*</p> <p>To know water is used by humans in a variety of ways.</p> <p>To know an urban place is somewhere near a town or city.</p> <p>To know a rural place is somewhere near the countryside.</p> <p>To know that a natural resource is something that people can use which comes from the natural environment.</p> <p>To know the threats to the rainforest both on a local and global scale.</p> <p>To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.</p> <p>To know the UK grows food locally and imports food from other countries.</p>	<p>To know the global population has grown significantly since the 1950s.</p> <p>To know which factors are considered before people build settlements.</p> <p>To know migration is the movement of people from one country to another.</p> <p>To know that natural resources can be used to make energy.</p> <p>To know some positive impacts of humans on the environment.</p> <p>To know some negative impacts of humans on the environment.</p>	