

GEOGRAPHY IN THE EARLY YEARS FOUNDATION STAGE					
<p>Understanding the World Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p> <p>Early Learning Goals: People, Culture and Communities Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. 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.</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
ENQUIRY, LOCATION & PLACE					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieve information from resources to respond to questions about places. Name and locate the four countries which make up the UK.	Select information from resources to identify questions and to respond to questions about places.	Ask and respond to questions about places. Locate some countries in the world, including capital cities.	Identify the countries of the UK, identify some cities and geographical regions.	Ask and respond to questions about places. Locate some countries in the world, including capital cities and the	Identify the countries of the world, identify cities and geographical features

	Name and locate the worlds continents and oceans.			continent to which they belong	
MAP SKILLS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use simple compass directions and locational language N, S, E & W</p> <p>Use aerial photographs and plans to recognise places and landmarks.</p> <p>Read simple maps</p>	<p>Use simple compass directions and locational language N, S, E & W – plus NE, SE, SW and NW</p> <p>Make a simple map using a key with basic symbols.</p>	<p>Identify on a globe:</p> <ul style="list-style-type: none"> • The position and significance of the equator Northern and Southern hemispheres • Tropics of Cancer and Capricorn • The Arctic and Antarctic circles. 	<p>Identify features of a place using aerial photographs</p> <p>Make and use more detailed (OS) maps that use symbols and a key</p> <p>Use simple maps with co-ordinate grids to find features</p>	<p>Use maps and atlases to locate countries and identify key physical/ human features</p> <p>Use a compass, and maps with a four-figure grid references.</p>	<p>Use OS maps to interpret a place looking at contour lines and symbols</p> <p>Use a compass, and maps with a six figure grid references</p> <p>Compare aerial photographs to large scale maps</p>
FIELDWORK SKILLS					
Year 1	Year 2	Year 3 4	Year 4	Year 5	Year 6
<p>Survey e.g. record the use of buildings on a road, traffic or litter survey Sketches – drawing simple features they observe and adding labels</p> <p>Observation of a location- discussing likes and</p>	<p>Survey e.g. record the use of buildings on a road, traffic or litter survey and create simple bar graphs</p> <p>Draw a conclusion from the data collected.</p>	<p>Recording information through observation, more detailed sketches, questionnaires and surveys to collect information and investigate a place</p> <p>Measure and record data e.g. weather</p>	<p>Identify questions and selects appropriate ways to gather information and data though detailed sketches, observation, questionnaires, surveys, measuring data</p> <p>Record information using a range of methods and</p>	<p>Identify questions and selects appropriate ways to gather information and data though detailed sketches, observation, questionnaires, surveys, measuring data</p>	<p>Record information using a range of methods and interpret results to look for patterns</p> <p>Draw conclusions from data collected using geographical vocabulary</p>

dislikes. Questionnaire e.g. <i>What do you like best about our playground / village etc..?</i>		in different parts of the school	interpret results to look for patterns		
PHYSICAL AND HUMAN GEOGRAPHY					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise, describe, and observe the human and physical features of a place and making simple comparisons.	Express their views on attractive and unattractive features of the environment of a locality. Recognise, describe and observe the human and physical features of a place and making simple comparisons.	Offer explanations for the location of human and physical features in different localities. Describe how people can both improve and damage the environment	Describe how people can both improve and damage the environment and the effect it has on an area e.g., impact on wildlife Ask and respond to questions about the environment, making comparisons.	Describe how a range of physical and human processes change the environment. Observe and explain some of the ways that human activities affect the environment.	Offer explanations for the ways in which human activities affect the environment and recognise that people attempt to manage improve environments.
GREATER DEPTH IN GEOGRAPHY					
<p>At Johns' a Greater Depth Geographer will display the following attributes and key skills:</p> <p>1) Levels of independence: Children should show initiative when answering pertinent geographical questions without adult support. If research/ map reading causes further questions or lines of enquiry children will independently have a go at answering them and take ownership of their thoughts and learning.</p> <p>2) Confidence: Children should be more than willing to use a range of resources E.G globe/atlas/ reading material to answer geographical questions in order to broaden their knowledge and deepen their understanding. They will not deter easily and shall only draw on teacher support as a last resort or to confirm their independent research.</p>					

3) Explanation:

Children must be able to correctly use a wide range of key vocabulary and geographical terms when conversing. This will enable the children to make in depth comparisons regarding human and physical geography and be as accurate as possible when discussing the location of continents, countries and oceans.

4) Communicate:

Children must be able to confidently share their geographical learning in a way that is coherent and clear. A wide range of mediums will be demonstrated over the course of the year and children should choose how they wish to present their information in order to achieve this: such as writing, drawing, symbols and keys. The children should offer insight, reasoning and justifications for the opinions or conclusions they form as a result of their perceptions and learning.

5) Revisit:

Children will not only show a secure understanding and obtain fluent knowledge of the UK and wider world but will also readily and actively draw on previous learning to form deeper connections, justifications and reasoning as well as to enhance their own understanding.