

	EYFS	Year 1	Year 2
<b><u>Locational Knowledge</u></b>	<p>Talk about where they live. NUR</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. NUR</p> <p>Showing an interest in places locally. Talk about where they live. REC</p> <p>To know that there are many countries around the world. REC</p> <p>The World-Focus on Africa. Handa's surprise REC</p> <p>To know that people in other countries may speak different languages. REC</p>	<p>With support, name the world's seven continents and five oceans.</p> <p>With support, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and begin to introduce its surrounding seas.</p> <p>With support, locate Sunderland and Grindon on a map and identify characteristics.</p>	<p>Independently name and locate the world's seven continents and five oceans using globes and atlases.</p> <p>Revisit the four countries and capital cities of the United Kingdom, labelling England, Scotland, Northern Ireland and Wales on a map with its capital city.</p>
<b><u>Place Knowledge</u></b>	<p>To know that I am part of a family and a wider community (Nursery) Talk about where they live. NUR</p> <p>Exploring own environment and the natural world around us. NUR</p> <p>Describe a familiar route. NUR</p>	<p>Be able to say what they like or dislike their locality (Grindon) including Sunderland.</p> <p>Begin to discuss how Sunderland was built around the shipping industry which was located on the River Wear.</p> <p>Be able to discuss how Sunderland is different from another locality</p>	<p>Understand geographical similarities and differences through studying human and physical geography of a small place in the United Kingdom (Sunderland) and compare to a contrasting non-European country (Australia).</p> <p>Be able to discuss how Sunderland is different</p>

	<p>To describe changes in environment such as growth of plants. NUR</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. NUR</p> <p>To take about how we can look after our planet. NUR</p> <p>To know about features of immediate environment Showing an interest in places locally. Talk about where the live. REC</p> <p>Exploring their own local environment and the natural world.</p> <p>Build models that represent local building such as their own home. REC</p> <p>Through art /and technology represent places they may have been/seen REC</p>	<p>they are familiar with e.g. China</p> <p>Understand geographical similarities and differences through studying the physical and human geography of Sunderland.</p>	<p>from another locality they are familiar with e.g. Australia.</p>
<b>Human and physical geography</b>	<p>Talk about where they live.</p> <p>Discuss the weather-seasons (ongoing) NUR</p>	<p>Use basic Geographical vocabulary to refer to key physical features of Sunderland (inc- beach, cliff, coast, hill, forest, mountain, sea, ocean,</p>	<p>Use geographical vocabulary - hill, river, near, far, town, north, south, desert, beach, coast, ocean, river etc.</p>

	<p>Exploring own environment and the natural world around us. NUR</p> <p>Draw simple maps- can be imaginary- linked to stories NUR</p> <p>To describe changes in environment such as growth of plants.</p> <p>Building structures linked to own experiences. NUR</p> <p>Journeys on car mats/ making own maps to use for cars/vehicles. NUR</p> <p>To know about features of immediate environment. Showing an interest in places locally. Talk about where the live. REC</p> <p>Build models that represent local building such as their own home. REC</p> <p>Understanding that some animals live on a farm/not on a farm. REC</p> <p>Through art /and technology represent places they may have been/seen. REC</p> <p>Discuss seasons and changes in the environment (On going) REC</p>	<p>river, soil, season, weather) and human feature (inc- city, town, village, factory, farm, house, office, port, harbour, shop)</p> <p>Describe the weather of the day using appropriate weather terms e.g. rain, snow, sun, hail, etc</p> <p>Describe and identify at least 3 different weather types.</p> <p>To talk about how weather changes throughout the seasons and how these impacts on people's lives and the environment (<b>simple explanations</b>)</p> <p>Identify seasons and daily weather patterns in the UK and compare with other countries.</p>	<p>Use basic geographical vocabulary such as vegetation, soil etc .</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</p>
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<b><u>Geographical skills and fieldwork</u></b>	<p>Exploring own environment and the natural world around us. NUR</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. NUR</p> <p>Draw simple maps- can be imaginary- linked to stories using positional language. NUR</p> <p>Journeys on car mats/ making own maps to use for cars/vehicles Using positional language. NUR</p> <p>Build models that represent local building such as their own home. REC</p> <p>Taking part in hunts, to enable children to explore journeys. REC</p> <p>Using directional language. REC</p> <p>To know that simple symbols are used to identify features on a map. REC</p> <p>To draw simple maps to represent a journey/route REC</p>	<p>To use basic symbols in a key (with support)</p> <p>Use simple compass directions and locational and directional language (N, E, S, W, near, far, left, right) to describe location.</p> <p>To devise simple maps (with support).</p> <p>To be able to identify and describe where places are in their locality and draw these on a simple map.</p> <p>To use simple fieldwork and observation to study the geography of their school and its grounds/surrounding environment.</p> <p>To look at and talk about pictorial maps of Sunderland and other locations and compare features presented on them including online images (Google earth).</p> <p>Begin to look at aerial maps to recognise landmarks and basic human and physical features.</p> <p>To use simple atlases, globes and maps to the United Kingdom and its</p>	<p>Devise their own simple maps and devise simple keys and symbols. (independently)</p> <p>Use aerial photos to identify landmarks and recognise basic human and physical features including google earth.</p> <p>Communicate their views pictorially and through discussion in the form of simple maps and plans including 'birds-eye views'</p> <p>Independently identify and describe main features of local places/areas.</p> <p>Independently use maps, atlases and globes to identify places.</p> <p>Ask geographical questions and begin to give reasons.</p>

		<p>countries, cities and seas/oceans.</p> <p>Record a simple journey using pictures and symbols.</p> <p>Begin to ask geographical questions.</p>	
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