

EYFS (Reception)		<u>Exploring maps</u>	<u>Outdoor adventures</u>	<u>Around the world</u>
Identifying land and water on a map or globe	Locational knowledge	✓Activity 1: Pirate map bingo ✓Activity 5: Investigating maps		✓Activity 4: Exploring world landscapes ✓Activity 5: Desert explorers ✓Activity 6: Polar explorers
Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*		✓Activity 1: Pirate map bingo ✓Activity 2: Our school from above ✓Activity 3: Let's build a map ✓Activity 4: Creating journey sticks ✓Activity 5: Investigating maps ✓Activity 6: Map making	✓Activity 1: Nature catchers ✓Activity 2: Observational painting ✓Activity 3: Exploring the weather	✓Activity 1: Home or away? ✓Activity 2: Bear's UK travels ✓Activity 3: City or countryside? ✓Activity 4: Exploring world landscapes ✓Activity 5: Desert explorers ✓Activity 6: Polar explorers
To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)*		✓Activity 1: Pirate map bingo ✓Activity 5: Investigating maps	✓Activity 3: Exploring the weather	
To know that usually water is represented in blue on a map or globe.		✓Activity 1: Pirate map bingo ✓Activity 5: Investigating maps ✓Activity 6: Map making		✓Activity 4: Exploring world landscapes
To know the name of their school and the place where they live.		✓Activity 2: Our school from above		✓Activity 1: Home or away?
To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*		✓Activity 1: Pirate map bingo ✓Activity 2: Our school from above ✓Activity 3: Let's build a map ✓Activity 4: Creating journey sticks ✓Activity 5: Investigating maps ✓Activity 6: Map making	✓Activity 1: Nature catchers ✓Activity 2: Observational painting ✓Activity 3: Exploring the weather	✓Activity 1: Home or away? ✓Activity 2: Bear's UK travels ✓Activity 3: City or countryside? ✓Activity 4: Exploring world landscapes ✓Activity 5: Desert explorers ✓Activity 6: Polar explorers

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Discussing how environments in stories and images are different to the environment they live in.	Place knowledge	✓Activity 1: Pirate map bingo ✓Activity 3: Let's build a map	✓Activity 2: Observational painting	✓Activity 1: Home or away? ✓Activity 2: Bear's UK travels ✓Activity 3: City or countryside? ✓Activity 4: Exploring world landscapes ✓Activity 5: Desert explorers ✓Activity 6: Polar explorers
To know that places within this country can differ from each other.				✓Activity 1: Home or away? ✓Activity 2: Bear's UK travels ✓Activity 3: City or countryside?
To know that there are differences between places in this country and places in other countries.				✓Activity 1: Home or away? ✓Activity 2: Bear's UK travels ✓Activity 4: Exploring world landscapes ✓Activity 5: Desert explorers ✓Activity 6: Polar explorers

EYFS (Reception)		Exploring maps	Outdoor adventures	Around the world
Observing weather across the seasons.	Human and physical geography		✓Activity 3: Exploring the weather ✓Activity 5: Exploring the seasons ✓Activity 6: Dress the teddy	
Observing and discussing the effect the changing seasons have on the world around them.			✓Activity 3: Exploring the weather ✓Activity 5: Exploring the seasons ✓Activity 6: Dress the teddy	
Beginning to use the names of the seasons in the correct context.			✓Activity 3: Exploring the weather ✓Activity 5: Exploring the seasons ✓Activity 6: Dress the teddy	
Making observations about the features of places (in stories, photographs or in the school grounds/local area).*		✓Activity 1: Pirate map bingo ✓Activity 2: Our school from above ✓Activity 3: Let's build a map ✓Activity 4: Creating journey sticks ✓Activity 5: Investigating maps ✓Activity 6: Map making	✓Activity 1: Nature catchers ✓Activity 2: Observational painting ✓Activity 4: Senses in nature	
Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*		✓Activity 1: Pirate map bingo ✓Activity 2: Our school from above ✓Activity 3: Let's build a map ✓Activity 4: Creating journey sticks ✓Activity 5: Investigating maps ✓Activity 6: Map making	✓Activity 1: Nature catchers ✓Activity 2: Observational painting ✓Activity 3: Exploring the weather	✓Activity 1: Home or away? ✓Activity 2: Bear's UK travels ✓Activity 3: City or countryside? ✓Activity 4: Exploring world landscapes ✓Activity 5: Desert explorers ✓Activity 6: Polar explorers
To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.			✓Activity 3: Exploring the weather ✓Activity 5: Exploring the seasons ✓Activity 6: Dress the teddy	
To know some of the key characteristics of each season.			✓Activity 3: Exploring the weather ✓Activity 5: Exploring the seasons ✓Activity 6: Dress the teddy	
To know that there are four seasons in a year marked by certain weather conditions.			✓Activity 3: Exploring the weather ✓Activity 5: Exploring the seasons ✓Activity 6: Dress the teddy	
To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)*		✓Activity 1: Pirate map bingo ✓Activity 5: Investigating maps	✓Activity 3: Exploring the weather	
To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*		✓Activity 1: Pirate map bingo ✓Activity 2: Our school from above ✓Activity 3: Let's build a map ✓Activity 4: Creating journey sticks ✓Activity 5: Investigating maps ✓Activity 6: Map making	✓Activity 1: Nature catchers ✓Activity 2: Observational painting ✓Activity 3: Exploring the weather	

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Ask questions about the world around them.	Geographical skills and fieldwork	✓ Activity 2: Our school from above	✓ Activity 1: Nature catchers ✓ Activity 2: Observational painting ✓ Activity 3: Exploring the weather ✓ Activity 4: Senses in nature ✓ Activity 5: Exploring the seasons	
Commenting on the features they see in their school and school grounds.		✓ Activity 2: Our school from above ✓ Activity 4: Creating journey sticks ✓ Activity 6: Map making	✓ Activity 1: Nature catchers ✓ Activity 2: Observational painting ✓ Activity 4: Senses in nature ✓ Activity 5: Exploring the seasons	
Answering simple questions, guided by the teacher.		✓ Activity 1: Pirate map bingo ✓ Activity 2: Our school from above ✓ Activity 3: Let's build a map ✓ Activity 4: Creating journey sticks ✓ Activity 5: Investigating maps ✓ Activity 6: Map making	✓ Activity 1: Nature catchers ✓ Activity 2: Observational painting ✓ Activity 3: Exploring the weather ✓ Activity 4: Senses in nature ✓ Activity 5: Exploring the seasons ✓ Activity 6: Dress the teddy	✓ Activity 1: Home or away? ✓ Activity 2: Bear's UK travels ✓ Activity 3: City or countryside? ✓ Activity 4: Exploring world landscapes
Representing some of the features they notice in their school and school grounds.		✓ Activity 2: Our school from above ✓ Activity 6: Map making	✓ Activity 2: Observational painting	
Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.		✓ Activity 1: Pirate map bingo ✓ Activity 2: Our school from above		✓ Activity 2: Bear's UK travels
Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.		✓ Activity 1: Pirate map bingo ✓ Activity 2: Our school from above ✓ Activity 3: Let's build a map ✓ Activity 5: Investigating maps ✓ Activity 6: Map making		✓ Activity 2: Bear's UK travels ✓ Activity 4: Exploring world landscapes ✓ Activity 5: Desert explorers ✓ Activity 6: Polar explorers
Beginning to use modelled directional vocabulary when describing features in the surrounding environment.		✓ Activity 4: Creating journey sticks ✓ Activity 6: Map making		
Recognising features on maps (real or imaginary).		✓ Activity 1: Pirate map bingo ✓ Activity 2: Our school from above ✓ Activity 5: Investigating maps ✓ Activity 6: Map making		✓ Activity 2: Bear's UK travels ✓ Activity 4: Exploring world landscapes
Creating real or imaginary maps even if features are indistinguishable.		✓ Activity 2: Our school from above ✓ Activity 3: Let's build a map ✓ Activity 4: Creating journey sticks ✓ Activity 5: Investigating maps ✓ Activity 6: Map making		

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To know that a map is a picture of a place.	Geographical skills and fieldwork	✓Activity 1: Pirate map bingo ✓Activity 2: Our school from above ✓Activity 3: Let's build a map ✓Activity 5: Investigating maps ✓Activity 6: Map making	
To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).		✓Activity 3: Let's build a map ✓Activity 4: Creating journey sticks ✓Activity 6: Map making	✓Activity 2: Bear's UK travels ✓Activity 4: Exploring world landscapes
To know that a place and its features can be represented in a picture.		✓Activity 1: Pirate map bingo ✓Activity 2: Our school from above ✓Activity 5: Investigating maps ✓Activity 6: Map making	✓Activity 2: Observational painting

Y1/2		Cycle 1			Cycle 2		
		Where am I?	What is the weather like in the UK?	What is it like to live in Shanghai?	What is it like here?	Would you prefer to live in a hot or cold place?	What can you see at the coast?
Locating all the world's seven continents on a world map	Locational knowledge			✓		✓	✓
Locating the world's five oceans on a world map				✓			✓
Showing on a map which continent they live in.			✓	✓			
Locating the four countries of the United Kingdom (UK) on a map of this area.		✓	✓				
Showing on a map which country they live in and locating its capital city		✓	✓				
Showing on a map the oceans nearest the continent they live in.							✓
Locating the surrounding seas and oceans of the UK on a map of this area							✓
Confidently locating the capital cities of the four countries of the UK on a map of this area.							✓
Identifying characteristics (both human and physical) of the four capital cities of the UK.							✓
Showing on a map the city, town or village where they live in relation to their capital city							✓
To be able to name the seven continents of the world.			✓	✓		✓	✓
To know that a continent is a group of countries.			✓	✓			
To know that they live in the continent of Europe				✓	✓		✓
To know that an ocean is a large body of water and that a sea is a body of water that is smaller than an ocean.				✓			✓
To be able to name the five oceans of the world				✓			✓
To know that the UK is short for 'United Kingdom'.		✓	✓	✓	✓		
To know that a country is a land or nation with its own government		✓	✓		✓		
To know that the United Kingdom is made up of four countries and their names.		✓	✓	✓			✓

Y1/2		Cycle 1			Cycle 2		
		Where am I?	What is the weather like in the UK?	What is it like to live in Shanghai?	What is it like here?	Would you prefer to live in a hot or cold place?	What can you see at the coast?
To know the name of the country they live in.	Locational knowledge	✓	✓	✓	✓		✓
To know that there are four bodies of water surrounding the UK and to be able to name them.						✓	✓
To name some characteristics of the four capital cities of the UK.							✓
To know the four capital cities of the UK							✓
To know that a capital city is the city where a country's government is located.							✓
Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country.	Place knowledge			✓		✓	
Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country				✓		✓	
Describing what physical features may occur in a hot place in comparison to a cold place.						✓	
To know that life elsewhere in the world is often different to theirs				✓			
To know that life elsewhere in the world often has similarities to theirs.				✓			
To know some similarities and differences between their local area and a contrasting non-European country.	Human and physical geography					✓	
Describing how the weather changes with each season in the UK.			✓				
Describing the daily weather patterns in their locality			✓			✓	
Confidently using the vocabulary 'season' and 'weather'			✓			✓	
Recognising and describing some physical features of a location using subject-specific vocabulary.		✓	✓	✓	✓		✓
Recognising and describing some human features of a location using subject-specific vocabulary.		✓		✓	✓		✓
Locating some hot and cold areas of the world on a world map.						✓	

Y1/2		Cycle 1			Cycle 2		
		Where am I?	What is the weather like in the UK?	What is it like to live in Shanghai?	What is it like here?	Would you prefer to live in a hot or cold place?	What can you see at the coast?
Locating the Equator and North and South Poles on a world map.	Human and physical geography					✓	
Locating hot and cold areas of the world in relation to the Equator and the North and South poles.						✓	
Describing and understanding the differences between a city, town and village							✓
To know the four seasons of the UK.			✓				
To know that 'weather' refers to the conditions outside at a particular time.			✓			✓	
To know that different parts of the UK often experience different weather.			✓				
To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.			✓			✓	
To know that weather conditions can be measured and recorded.			✓			✓	
To know that physical features means any feature of an area that is on the Earth naturally.				✓		✓	✓
To know that human features means any feature of an area that was made or built by humans.				✓			✓
To know that the Equator is an imaginary line around the middle of the Earth.						✓	
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.						✓	
To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.						✓	
To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.						✓	
To know that coasts (and other physical features) change over time.							✓
To know some key physical features of the UK.							✓
To know that a sea is a body of water that is smaller than an ocean.							✓

Y1/2		Cycle 1			Cycle 2		
		Where am I?	What is the weather like in the UK?	What is it like to live in Shanghai?	What is it like here?	Would you prefer to live in a hot or cold place?	What can you see at the coast?
To know that human features change over time	Human and physical geography						✓
To know some key human features of the UK.							✓
Question: Asking questions about the world around them.	Geographical skills and fieldwork	✓	✓	✓	✓	✓	✓
Question: Recognising there are different ways to answer a question.						✓	✓
Observe: Commenting on and discussing the features they see in their school and school grounds on a walk around the respective places.		✓	✓	✓	✓		
Observe: Asking and answering simple questions about human and physical features of the area surrounding their school grounds.						✓	✓
Measure: Asking and answering simple questions about the features of their school and school grounds.		✓				✓	✓
Measure: Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.							✓
Record: Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.		✓	✓	✓	✓		
Record: Classifying the features they notice into human and physical with teacher support.							✓
Record: Taking digital photographs of geographical features in the locality.							✓
Record: Making digital audio recordings when interviewing someone.							✓
Present: Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.		✓					✓
Present: Presenting data in simple tally charts or pictograms and commenting on what the data shows.							✓
Present: Asking and answering simple questions about data.							✓
Using an atlas to locate the UK		✓	✓	✓	✓		✓
Using a map to locate the four countries of the UK		✓	✓				✓

Y1/2		Cycle 1			Cycle 2		
		Where am I?	What is the weather like in the UK?	What is it like to live in Shanghai?	What is it like here?	Would you prefer to live in a hot or cold place?	What can you see at the coast?
Using a world map, globe and atlas to locate the world's five oceans.	Geographical skills and fieldwork					✓	✓
Using directional language to describe the location of objects in the classroom and playground.		✓	✓		✓		
Using directional language to describe features on a map in relation to other features (real or imaginary).		✓	✓	✓	✓		
Responding to instructions using directional language to follow routes.			✓		✓		
Adding labels to sketch maps				✓			
Using simple picture maps and plans to move around the school.		✓	✓		✓		
Asking questions about the world around them.		✓	✓	✓	✓		
Commenting on the features they see in their school and school grounds on a walk around the respective places.		✓	✓	✓	✓		
Asking and answering simple questions about the features of their school and school grounds.		✓	✓	✓	✓		
Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.		✓	✓	✓	✓		
Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.		✓			✓		
Recognising why maps need a title.							✓
Using an atlas to locate the four capital cities of the UK							✓
Using a world map, globe and atlas to locate all the world's seven continents on a world map.				✓		✓	
Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.						✓	✓
Using locational language and the compass points (N, S, E, W) to describe the route on a map.							✓
Using a map to follow a prepared route.							✓

Y1/2		Cycle 1			Cycle 2		
		Where am I?	What is the weather like in the UK?	What is it like to live in Shanghai?	What is it like here?	Would you prefer to live in a hot or cold place?	What can you see at the coast?
Recognising landmarks on aerial photographs and plan perspectives.	Geographical skills and fieldwork	✓					✓
Recognising human features on aerial photographs and plan perspectives.		✓					✓
Recognising physical features on aerial photographs and plan perspectives		✓	✓	✓	✓		✓
Drawing a map and using class agreed symbols to make a simple key.				✓	✓	✓	✓
Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.		✓		✓	✓	✓	✓
Finding a given OS symbol on a map with support.							✓
Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).				✓	✓		✓
Using an aerial photograph to draw a simple sketch map using basic symbols for a key.							✓
Recognising there are different ways to answer a question.						✓	✓
Discussing the features they see in the area surrounding their school when on a walk.							✓
Asking and answering simple questions about human and physical features of the area surrounding their school grounds.						✓	✓
Collecting quantitative data through a small survey of the local area/school to answer an enquiry question							✓
Classifying the features they notice into human and physical with teacher support.							✓
Taking digital photographs of geographical features in the locality							✓
Making digital audio recordings when interviewing someone.							✓
Presenting data in simple tally charts or pictograms and commenting on what the data shows.							✓
Asking and answering simple questions about data.							✓

Y1/2		Cycle 1			Cycle 2		
		Where am I?	What is the weather like in the UK?	What is it like to live in Shanghai?	What is it like here?	Would you prefer to live in a hot or cold place?	What can you see at the coast?
To know that an aerial photograph is a photograph taken from the air above.	Geographical skills and fieldwork	✓		✓	✓		
To know that atlases give information about the world and that a map tells us information about a place.		✓		✓	✓		
To know that a map is a picture of a place, usually drawn from above.		✓		✓	✓		
To know that symbols are often used on maps to represent features.		✓		✓	✓		
To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).		✓	✓	✓	✓		
To know what a sketch map is.				✓			
To know that a compass is an instrument we can use to find which direction is north.			✓	✓			
To know which direction is N, S, E, W on a map.			✓	✓			
To know that a globe is a spherical model of the Earth						✓	
To begin to recognise world maps as a flattened globe.						✓	✓
To know that maps need a title and purpose.							✓
To know that maps need a key to explain what the symbols and colours represent.				✓			
To know that a tally chart is a way of collecting data quickly.							✓
To know that a pictogram is a chart that uses pictures to show data.							✓