**Early Years – Understanding the world**

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| Typical behaviour | Age |
| * The beginnings of understanding of people and communities lie in early attachment and other relationships. * Is curious about people and shows interest in stories about themselves and their family.   Enjoys pictures and stories about themselves, their families and other people. | **Birth to 11 months**  **8 months to 20 months**  **16 to 26 months** |
| * Has a sense of own immediate family and relations. * In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. * Beginning to have their own friends. * Learns that they have similarities and difference that connect them to, and distinguish them from, others. | **22 to 36 months** |
| * Shows interest in the lives of people who are familiar to them. * Remembers and talks about significant events in their own experiences. * Recognises and describes special times or events for family or friends. * Shows interest in different occupations and ways of life. * Knows some of the thigs that make them unique and can talk about some of the similarities and differences in relation to friends or family. | **30 to 50 months** |
| * Enjoys joining in with family customs and routines. | **40 to 60+ months** |

**Early Learning Goal – People and Communities**

**Children talk about past and present events in their own lives and in lives of family members. They know that other children don’t always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.**

|  | **Reception**  *Note: also use Early Learning Goal Understanding the World skills for Nursery/Reception* | **End of key stage 1 expectations** |
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| **Locational Knowledge** | I can comment and ask questions about aspects of my familiar world, such as the place where I live or the natural world. | Pupils should be taught to name and locate the world’s seven continents and five oceans.  They should also be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. |
| **Place Knowledge** | I can look closely at similarities, differences, patterns and change.  I can discuss similarities and differences in relation to places, objects, materials and living things.  I can talk about the features of my own immediate environment and how environments might vary from one another. | Pupils should be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. |
| **Human and Physical Geography** | I can understand similarities and differences between myself and others, and among families, communities and traditions.  I can show care and concern for living things and the environment.  I can develop an understanding of growth, decay and changes over time. | Pupils should be taught to 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.  They should also be able to 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.  They should be able to use basic geographical vocabulary to describe key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. |
| **Geographical Skills and Fieldwork** | I can talk about some of the things I have observed, such as plants, animals, natural and found objects. | Pupils should be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. They should also be taught to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  They should also be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. They should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |

|  | **Year 1** | **End of key stage 1 expectations** |
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| **Locational Knowledge** | I can name the four countries in The United Kingdom and locate them on a map.  I can name some of the main towns and cities in The United Kingdom. | Pupils should be taught to name and locate the world’s seven continents and five oceans.  They should also be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. |
| **Place Knowledge** | I can explain where I live and tell someone my address. | Pupils should be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. |
| **Human and Physical Geography** | I can explain how the weather changes throughout the year and name the seasons.  I can explain the clothes that I would wear in hot and cold places.  I can explain some of the main things that are in hot and cold places. | Pupils should be taught to 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.  They should also be able to 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.  They should be able to use basic geographical vocabulary to describe key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. |
| **Geographical Skills and Fieldwork** | I can keep a weather chart and answer questions about the weather. | Pupils should be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. They should also be taught to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  They should also be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. They should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |

|  | **Year 2** | **End of key stage 1 expectations** |
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| **Locational Knowledge** | I can name the continents of the world and locate them on a map.  I can name the capital cities of England, Wales, Scotland and Ireland. | Pupils should be taught to name and locate the world’s seven continents and five oceans.  They should also be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. |
| **Place Knowledge** | I can describe a place outside Europe using geographical words.  I can explain how jobs may be different in other locations.  I can say what I like and do not like about a different place.  I can explain how an area has been spoilt or improved and give my reasons. | Pupils should be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. |
| **Human and Physical Geography** | I can describe some of the features of an island.  I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.  I can explain the facilities that a village, town and city may need and give reasons. | Pupils should be taught to 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.  They should also be able to 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.  They should be able to use basic geographical vocabulary to describe key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. |
| **Geographical Skills and Fieldwork** | I can find where I live on a map of The United Kingdom.  I can say what I like and do not like about the place I live in. | Pupils should be able to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. They should also be taught to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  They should also be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. They should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |

|  | **Year 3** | **End of key stage 2 expectations** |
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| **Locational Knowledge** | I can name and locate the capital cities of neighbouring European countries.  I can name a number of countries in the northern hemisphere. | Pupils should be taught to 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.  They should also be taught to 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.  They should also be taught to 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). |
| **Place Knowledge** | I can use the correct geographical words to describe a place. | Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. |
| **Human and Physical Geography** | I can describe how volcanoes are created.  I can locate and name some of the world’s most famous volcanoes.  I can describe how earthquakes are created. | Pupils should be taught to describe and understand key aspects of:   * physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * 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. |
| **Geographical Skills and Fieldwork** | I can use some basic Ordnance Survey map symbols.  I can use grid references on a map.  I can use an atlas by using the index to find places. | Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  They should also be taught to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  They should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |

|  | **Year 4** | **End of key stage 2 expectations** |
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| **Locational Knowledge** | I can locate the Tropic of Cancer and Tropic of Capricorn.  I can find at least six cities in the UK on a map.  I know the countries that make up the European Union. | Pupils should be taught to 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.  They should also be taught to 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.  They should also be taught to 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). |
| **Place Knowledge** | I can explain the difference between the British Isles, Great Britain and The United Kingdom.  I can name and locate some of the main islands that surround The United Kingdom. | Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. |
| **Human and Physical Geography** | I can name the areas of origin of the main ethnic groups in The United Kingdom and in our school.  I can explain why people may be attracted to lives in cities.  I can explain why people may choose to live in one place rather than another. | Pupils should be taught to describe and understand key aspects of:   * physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * 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. |
| **Geographical Skills and Fieldwork** | I can collect and accurately measure information e.g. rainfall, temperature, wind speed, noise levels etc.  I can plan a journey to a place in England.  I can carry out research to discover features of villages, towns or cities. | Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  They should also be taught to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  They should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |

|  | **Year 5 Transition** | **End of key stage 2 expectations** |
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| **Locational Knowledge** |  | Pupils should be taught to 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.  They should also be taught to 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.  They should also be taught to 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). |
| **Place Knowledge** |  | Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. |
| **Human and Physical Geography** | I can explain the course of a river.  I can name and locate many of the world’s most famous rivers in an atlas.  I can name and locate many of the world’s most famous mountainous regions in an atlas.  I can explain why many cities are situated on or close to rivers.  I can explain why people are attracted to live by rivers. | Pupils should be taught to describe and understand key aspects of:   * physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. * 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. |
| **Geographical Skills and Fieldwork** | I can plan a journey to a place in another part of the world, taking account of distance and time. | Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  They should also be taught to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  They should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |