

Strand	Skills and Knowledge	EYFS	1	2	3	4	5	6	
National Curriculum / ELG		<p>People, culture and communities:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>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:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing climate.</p> <p>Know that there are different countries in the world.</p>	<p>Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Use world maps, atlases and globes to identify the countries, continents and ocean studied at this key stage.</p>	<p>Locate the world's countries using maps to focus on Europe.</p> <p>Name and locate countries and cities of the United Kingdom and key topographical features (including hills, mountains, coasts and rivers) and land use patterns.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Locate the world's countries using maps to focus on Europe (countries &amp; capitals) (including the location of Russia).</p> <p>Use maps, atlases, globes and digital/computer to locate countries.</p>	<p>Locate the world's countries using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify 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.</p>	<p>Locate the world's countries using maps to focus on Europe (countries &amp; capitals) (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate countries 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.</p> <p>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)</p>	
	Naming	Knowledge		Name the countries of the UK and their capital cities	Name the 7 continents and 5 oceans of the world	Name counties and towns/cities within the UK	Name countries and major cities in Europe	Name countries and major cities in North and South America, the equator and the northern and Southern Hemisphere.	Can say what latitude, longitude, tropic, poles and time zones are.
		Coverage	Across EYFS	Term 1 - Local Study Term 4 - The UK Term 6 - Maps	Term 1 - The UK and Ghana	Term 2 - Local Study	Term 1 - Compare the UK to a European country	Term 1 - The Americas	Term 1 and 2 - World War 2 Term 5 - Central America
	Locational knowledge.	Skill		Use simple, political maps (world and UK) and a globe to locate the UK, the four countries of the UK and their capital cities (when given the appropriate page number)	Use world maps, atlases and globes to locate the 7 continents and 5 oceans of the world (when given the appropriate page number)	Transfer specific locations of towns/cities and outlines of countries from one map to another of the same or similar scale.	Use an atlas' contents page to find the right page to locate countries.	Use an index in an atlas to find human and physical features using page numbers and 2-figure (letter and number) grid references.	Use latitude and longitude in the index of an atlas to locate places.
			Use the knowledge of the location of a country on a world map, in an atlas, on a globe or on a digital map and use that knowledge to find the same country quickly on a different type of map.	Use the knowledge of the location of a country on a world map, in an atlas, on a globe or on a digital map and use that knowledge to find the same country quickly on a different type of map.	Choose when to use the contents and when to use the index to locate something in an atlas.	Transfer location to different types of maps and maps with a different scale.	Select different maps types from within an atlas for different purposes.	Choose the most efficient method to locate something within an atlas (choose from the contents, index, or world map)	
Knowledge			I know that a map/globe represents different places and countries.	Locate the UK's surrounding seas in an atlas and on a globe.	Locate the UK within Europe and Ghana within Africa.	I know that different maps (atlases, world maps, globes) show the same thing in different ways and use them to identify the same place, transferring knowledge of the location of the place on one map to help find it on another.	I know that the contents page shows us the whole world and which pages within the atlas show which parts of the world in more detail.	I know that there are different types of maps which show different things.	I know that lines of longitude are vertical and lines of latitude are horizontal.
			I know the location of the UK, the four countries of the UK, their capital cities and the surrounding seas.	I know that the Earth is a sphere and a globe shows us that sphere and the location of the land and water on Earth.	I know that an atlas is a book of maps which represent the Earth but that have been flattened to show us the land and water on a flat surface.	I know that an index gives a more precise location using a page number and grid reference.	I know when to use the contents and when to use the index to locate somewhere in an atlas.	Physical maps: with hill shading and layer colouring showing the landscape of each country, marking mountains, rivers and lakes, as well as towns, roads and railways.	I know that lines of longitude are vertical and lines of latitude are horizontal.
Coverage		Across EYFS	Term 4 - The UK	Term 1 - The UK and Ghana	Term 4 - Rivers	Term 1 - Compare the UK to a European country	Term 1 - The Americas Term 3 and 4 - Ancient Egypt	Term 1 and 2 - World War 2 Term 6 - Central America	
			Locate the UK and its surrounding seas on a digital map.	Relate what they see on a paper world map to a digital map.	Use the search and zoom functions on a digital map to locate and explain the geographical position of towns/cities within a country. "Skegness is in the East of England and it is a coastal town".	Use the search & zoom functions on a digital map to locate & explain the geographical features, whether shown on or inferred from the map "I can see that Rome is much further south than Edinburgh so would be warmer but both cities are built on major rivers".	Use different elements of digital maps (google earth, terrain, satellite) to describe & compare human & physical geographical features of two contrasting places	Select, use &, where appropriate, combine different types of mapping media for a purpose & explain their choices.	
Digital maps	Knowledge		I know that a digital map is a map on a computer.	I know that the world is shown on a globe, on a world map, in atlases and that there are digital versions of world maps on computers.	I know that I can search for a specific place on a digital map.	I know that places in Europe that are further South will be warmer.	Know that there are different types of digital maps: - 'Default' showing roads, place names, areas of water, built up areas. - Terrain showing the elevation of the land. - Satellite which is a photo from above.	I know the different types of maps and when each one is most useful.	
			I can recognise the shape of the UK and can identify it on a digital map.	I can recognise the shapes and locations of countries I've found on a paper map or globe on a digital map.	I know that I can zoom in and out to see more or less detail on a digital map.	I know the location of Rome compared to the UK. Know some of the major geographical features of Rome.	Know the similarities and differences between the human and physical features of England and Egypt.	I know why I would choose a specific type of map or use a combination.	
	Coverage	Across EYFS	Term 4 - The UK	Term 1 - The UK and Ghana	Term 2 - A local study Term 4 - Rivers Term 6 - Compare the UK and Spain	Term 1 - Compare the UK to a European country	Term 3 and 4 - Ancient Egyptians	Term 5 - Central America	
Vocabulary	Assessed Vocabulary		United Kingdom, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Belfast, Cardiff, world map, UK map	Continent, Africa, Antarctica, Asia, Australia, Europe, North America, South America, Arctic, Southern, Indian, Atlantic & Pacific Oceans, atlas, locate	Countries, cities, towns, Lincolnshire, Lincoln, (+ other countries & towns/cities) digital map, zoom in/out, coastal, mountainous, inland, river, north, south, east, west	Europe/European, country, major city, specific European countries & cities (e.g. Russia, Moscow, France, Paris, Spain, Madrid, Italy, Rome, Germany, Berlin)	North America, South America, (+ specific countries & major cities) territory, physical/human features, characteristics, compare, similar & different, climate Northern Hemisphere, Southern Hemisphere, the Equator.	Latitude, longitude, Tropics of Cancer & Capricorn, time zones, GMT, map types (political, topographical/physical, climate, economic, OS, satellite)	
	All Vocabulary	Map, globe, country	World, Earth, globe, atlas, world map, digital map, Country, capital city, the UK, England, Wales, Scotland, Northern Ireland, London, Edinburgh, Cardiff, Belfast, locate, characteristics, traditional, customs.	Continents, Europe, North America, South America, Asia, Antarctica, Australasia/Oceania, oceans, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean, sphere, Ghana.	County, town, city, transfer, search and zoom function, position, Spain, location, world map, atlas, globe, digital map, Europe, locate, geographical position, north, south, east, west, coast, inland, topographical features, hills, mountains, coast, rivers, compare, physical features, middle course, coastal towns, River, coast	Contents, index, geographical features, Rome, Atlas, effectively, locate, European country names and capital cities, position, scale, digital map, search, zoom, transfer, settlements	Equator, Southern Hemisphere, Northern Hemisphere, Political map, physical map, scale, terrain, satellite, default, grid reference, Northern Hemisphere, Southern Hemisphere, Equator, North and South America, index, grid reference	Latitude, longitude, horizontal, vertical, tropics, Tropic of Capricorn, Tropic of Cancer, Artic circle, Antarctic circle, poles, time zones, purpose.	

National Curriculum / ELG		<p>People, culture and communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read 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. 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 in class;</p>	<p>Human and physical geography: Identify seasonal and daily weather patterns in the United Kingdom; Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, season and weather key human features, including: city, port, harbour.</p>	<p>Place knowledge: 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</p> <p>Human and physical geography: 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. Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, ocean, river, soil, valley, vegetation and weather key human features, including: city, town, village, factory, farm, house, office and shop</p>	<p>Place knowledge 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 (human &amp; physical).</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains and the water cycle human geography, including: types of settlement and land use.</p>	<p>Place knowledge 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.</p> <p>Human and physical geography Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes human geography, including: types of settlement and land use.</p> <p>Use maps, atlases, globes and digital/computer mapping to describe features studied.</p>	<p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p>Human and physical geography 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: land use</p>	<p>Place knowledge 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 (human &amp; physical), and a region within North or South America (human and physical)</p> <p>Human and physical geography 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</p>	
	Defining Human and physical geography	Skill	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>	<p>Define specific human and physical features and label them. (e.g. beach', 'port').  Understand and use the terminology of 'manmade and naturally occurring'. Begin to link 'manmade' to the term 'human feature' and 'naturally occurring' to the term 'physical feature'.</p>	<p>Define 'physical feature' and 'human feature'. Name and sort features into 'human' and 'physical'.</p>	<p>Describe key features of 'physical features'. E.g. the features of a river.  Describe the link between human and physical features. E.g. Why are settlements developed near rivers.  Explain the water cycle.  Ask and answer questions about the physical characteristics in a region of the UK.</p>	<p>Explain how humans live with and have overcome the limitations of physical features.  Explain how physical features are formed.</p>	<p>Define physical and human geography as: Physical geography is the study of Earth's seasons, climate, atmosphere, soil, stream, landforms and oceans.  Human geography is the study of the distribution of networks of people and cultures on Earth's surface.  Analyse land use and how human and physical geography coexist.  Explain how erosion has formed physical features over time.</p>	<p>Define times when human geography has been defined by physical geography. Why is this the case and how has it affected human activity?  Discuss how humans are affecting physical geography and the positive and negative impact humans are having on the Earth's surface.</p>
Place knowledge / Human and physical geography	Place Knowledge - Comparison	Knowledge	<p>I know the names of things in my immediate local environment.</p>	<p>I know that something is 'manmade' if humans made it. E.g. houses and roads  I know that something is natural 'naturally occurring' if it has not been made by humans. E.g. trees and the sea.</p>	<p>I know a human feature is one made by humans and a physical feature is one that is naturally occurring.  I can name the following physical features: forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.  I can name the following human features: city, town, village, factory, farm, house, office and shop.  I can say whether a feature is human or physical and why.</p>	<p>I can label the key features of a river course: upper, middle course, lower course, mouth.  I know why many settlements were built near rivers.  I know the part that mountains, rivers, the sea and the sun play in the water cycle.  I know how the physical features affect the way the land is used.</p>	<p>I know that geography is split into 'human geography' - 'studying how humans have affected and influence the Earth's surface' and 'physical geography' - 'studying naturally occurring features such as rivers and mountains'.  I know the different layers inside the Earth: crust, mantle, outer core, inner core.  I know how volcanoes are formed and what causes them to erupt.  I know what an earthquake is and how it is caused.  I know the pros and cons of living near volcanoes and earthquakes and how humans have overcome</p>	<p>I know that physical geography is the study of Earth's seasons, climate, atmosphere, soil, stream, landforms and oceans.  I know that human geography is the study of the distribution of networks of people and cultures on Earth's surface.  I know some of the ways that humans have adapted building types to overcome the barriers of physical geographical features.  I know what erosion is.  I know how water erosion has formed the Grand Canyon over millions of years.</p>	<p>I know that the location of a place on earth and its physical features can define human activity.  I know that a biome is an area of our planet with similar climate, landscapes, animals and plants.  I can name some of the biomes on earth e.g. desert, savannah, woodland, grassland, tundra, rainforest.  I know that a vegetation belt is the plant life within a biome.</p>
		Coverage	Across EYFS	Term 1 - Local Study Term 6 - Maps	Term 1 - The UK and Ghana	Term 4 - Rivers	Term 1 - The Americas	Term 1 and 2 - World War 2 Term 5 - Central America	
		Skill	<p>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; 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>Identify specific similarities and differences between countries in the UK.</p>	<p>Answer questions making direct comparisons between two visual observations of specific human and physical features in two contrasting countries.</p>	<p>Using maps, make direct comparisons between the physical features of two regions in different countries.  Make direct comparisons between the human features of places with in the same region of a country represented in graphs and table.  Make direct comparisons between two visual observations of the human features of two similar settlements in different</p>	<p>Make comparisons about geographical features using different scales of maps.</p>	<p>Make comparisons between localised areas using large scale maps to compare physical features of two small areas of the same country. Discuss how these features have affected human geography.</p>	
		Knowledge	<p>I am beginning to know some similarities and differences between the natural world around me and a contrasting environment based on a book that has been read in class.</p>	<p>I know some similarities and differences between the countries of the UK.</p>	<p>I know some of the differences and similarities between the physical features of Lincolnshire and the Dnyz national park in Ghana.  I know some of the differences and similarities between the human features of London and Asoos.</p>	<p>I know some of the similarities and differences between Lincoln, Gainsborough and Skegness.  I know some of the similarities and difference in the physical features of Skegness, England and Mabella, Spain.</p>	<p>I know some of the similarities and differences between Gainsborough and Rome.</p>	<p>I know some of the similarities and differences between the Grand Canyon and the Panama Canal (how they were formed, what they are used for).</p>	<p>I know some detailed similarities and differences about a city and an area of countryside shown on a map.</p>
Weather and Climate	Assessed Vocabulary	Coverage	Across EYFS	Term 4 - The UK	Term 2 - A Local Study: Lincolnshire	Term 1 - Compare the UK to a European country	Term 1 - The Americas	Term 2	
		Skill	<p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Describe the weather (sunny, hot, cold, cloudy, raining etc.)  Name the 4 seasons and describe the general weather patterns in each season in the UK.</p>	<p>Describe different weather conditions and how to dress appropriately for the weather.  Locate the North and South Pole and the Equator on a world map.  Identify whether a place is a hot and cold part of the world based its location on Earth.  Explain some causes and effects of climate change.</p>	<p>Know what climate is and that the world is split up into different climate zones.  Compare the climate in two different climate zones when given information about the climate in those two zones.</p>	N/A	<p>Interpret a range of data to describe the climate of a country.</p>	<p>Use data to explain how the world's climate is changing over time and the effect this is having on the earth.</p>
		Knowledge	<p>I am beginning to know the 4 seasons.  I am beginning to notice the changing weather around me.</p>	<p>I know the 4 seasons: winter, spring, summer and autumn.  I know different types of weather: sunny, hot, cold, cloudy, raining, snowing, frosty etc.  I can explain that if a place is nearer to the equator it will be hotter and if it is nearer the poles it will be colder.  I know that if global temperatures rise the ice at the poles will melt meaning that sea levels will rise and flooding could occur.  I know some causes and effects of climate change and I know some ways that I can help.</p>	<p>I know different weather conditions and how to dress appropriately for the weather.  I know the location of the North Pole, the South Pole and the Equator. (Hot and cold areas)  I can explain that if a place is nearer to the equator it will be hotter and if it is nearer the poles it will be colder.  I know that if global temperatures rise the ice at the poles will melt meaning that sea levels will rise and flooding could occur.  I know some causes and effects of climate change and I know some ways that I can help.</p>	<p>I know that the UK is in a temperate climate zone and Spain is in a Mediterranean climate zone.  I know some of the similarities and differences between a temperate and Mediterranean climate.</p>	N/A	<p>I know that Egypt is in the Arid climate zone.  I know what the climate of Egypt is like.</p>	<p>I know the climate zones of the world and details about a specific climate zone based on it's location on earth.  I know some of the effects that deforestation is having on Earth and the relationship between deforestation and climate change.</p>
		Assessed Vocabulary	N/A	N/A	<p>Continent, Africa, Antarctica, Asia, Australia, Europe, North America, South America, Arctic, Southern, Indian, Atlantic &amp; Pacific Oceans, atlas, locate</p>	<p>Countries, cities, towns, Lincolnshire, Lincoln, (+ other countries &amp; towns/cities) digital map, zoom in/out, coastal, mountainous, inland, river, north, south, east, west</p>	<p>Europe/European, country, major city, specific European countries &amp; cities (e.g Russia, Moscow, France, Paris, Spain, Madrid, Italy, Rome, Germany, Berlin)</p>	<p>North America, South America, (+ specific countries &amp; major cities) territory, physical/human features, characteristics, compare, similar &amp; different, climate, Northern Hemisphere, Southern Hemisphere, the Equator</p>	<p>Latitude, longitude, Tropics of Cancer &amp; Capricorn, time zones, GMT, map types (political, topographical/physical, climate, economic, OS, satellite)</p>
Vocabulary	All Vocabulary	<p>House, road, tree, path, church, river, summer, spring, autumn, winter, sun, rain, wind, snow, same, different.</p>	<p>Man-made, natural, Beach, cliff, coast, sea, weather, port, harbour, weather, sunny, raining, cloudy, snowing, frosty, cold, hot, winter, spring, summer, autumn, similarities, differences.</p>	<p>Physical feature, human feature, forest, hill, mountain, ocean, river, soil, valley, vegetation, city, town, village, factory, farm, house, office, shop, weather conditions, appropriate clothing, North Pole, South Pole, the poles, the Equator, hot and cold locations, location, temperature, climate, cause, effect, climate change, sustainability, reduce, reuse, recycle.</p>	<p>Climate zones, rivers, mountains, water cycle, settlement, land use, human features, settlements, coastal, climate, physical features, topographical features, hills, coast, compare, climate, temperate, Mediterranean, source, upper course, middle course, lower course, mouth, sea, sun, heat, cool, developed, fast flowing, waterfalls, slower, meandering</p>	<p>Volcano, earthquake, region, scale, influence, human geography, physical geography Compare, features, different scales, Rome, Gainsborough Earthquake, tectonic plates, energy, realised, shock wave/Earthquake zone, fault line, precautions, safety</p>	<p>Land use, purpose, version, coast, analyse Land use, analyse, human geography, physical geography, distribution, population.</p>	<p>Positive and negative impact, localised, small scale</p>	

National Curriculum / ELG		<p>People, culture and communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read 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. 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 in class;</p>	<p>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. 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. 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.</p>	<p>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. 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. 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. 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.</p>	<p>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. 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.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. 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.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) (OS maps in year 4 and 5) to build their knowledge of the United Kingdom and the wider world. 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.</p>		
	Fieldwork - Field Sketches and Labelling	Skill	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Recognise and label landmarks and basic man-made (human) and natural (physical) features on aerial photos and plan perspectives.</p>	<p>Field sketches: Draw individual simple features observed in the school, its grounds or surrounding area. Field sketches to be labelled with a title. Recognise and label landmarks and basic man-made (human) and natural (physical) features on aerial photos and plan perspectives.</p>	<p>Field sketches: Draw a line drawing, inside a frame, of a view in the school grounds or surrounding area. Label human and physical features (name of feature and whether it's human or physical) using straight lines and neat, straight writing outside of the drawing. Label the field sketch with a title and date.</p>	<p>Field sketches: Draw a line drawing, inside a frame, of different countries of a river. Label features seen with descriptive and explanatory labels using straight lines and neat, straight writing outside of the frame. Label the field sketch with a date, title, location and the direction of view (North, South, East or West)</p>	<p>Field sketches: Draw a line drawing, inside a frame, including only the relevant features. Use labels to describe and explain a geographical process. (Labels to be straight lines with neat, straight writing outside of the frame.) Label the field sketch with a date, title, location and an 8 point compass in the correct orientation to show the direction of view. Evaluate their sketch against set criteria and improve it</p>		
		Knowledge	<p>I know what I have seen and drawn in the natural world around me. I know if a feature or landmark in my school, it's grounds or the surrounding area is man-made or naturally occurring. (Seen in the field or on an aerial photo or plan perspective).</p>	<p>I know that a field sketch is a drawing done outside of what I can see. I know if a feature or landmark in my school, it's grounds or the surrounding area is man-made or naturally occurring. (Seen in the field or on an aerial photo or plan perspective).</p>	<p>I know that a field sketch is a drawing done in the natural environment to show the key geographical features observed. I know that a field sketch is a simple line drawing inside a frame with clear neat labels outside of the drawing.</p>	<p>I know that a field sketch is a drawing done in the natural environment to give a summary of the key geographical features observed. I know that a field sketch is a simple line drawing inside a frame with clear neat labels outside of the drawing, a date, title and location.</p>	<p>I know that a field sketch is a drawing done in the natural environment to record descriptions and explanations of field observations. I know that a field sketch is a simple line drawing inside a frame with clear neat labels outside of the drawing. I know a field sketch also includes a date, title, location and the direction of view.</p>	<p>I know that a field sketch is a drawing done in the natural environment to record descriptions and explanations of geographical processes and patterns observed or the evidence of processes observed. I know that a field sketch is a simple line drawing inside a frame with clear neat labels outside of the drawing. I know a field sketch also includes a date, title, location and the direction of view using an 8 point compass. I know a field sketch also includes a date, title, location and an 8 point compass showing the</p>	
		Coverage	Across EYFS	Term 1 - A local Study Term 6 - Maps	Term 6 - The Local Area and Maps	Term 4 - Rivers	Term 3 - Fieldwork	Term 1 - The Americas	Term 4
Geographical skills and fieldwork.	Fieldwork - Gathering information	Skill	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. .</p>	<p>Ask geographical questions about what the children have observed in the field or in photographs of places or geographical features in their local area. Ask geographical questions about global changes. E.g. What is happening in this place? How has it changed?</p>	<p>Carry out a small survey of the human geography in the local area/school. Use a pro-forma to collect data e.g. tally survey Ask geographical questions about global changes. E.g. What is happening in this place? How has it changed? What will it be like in the future?</p>	<p>Collect geographical data by carrying out a survey involving questionnaire and tick list. Ask geographical questions about two locations in different countries, including questions about the physical and human features are in this location? How has it changed? What will it be like in the future?</p>	<p>Collect data through observation in the field. Ask geographical questions about details observed in the field. E.g. What is this landscape like? Why is this landscape like it is? What physical and human features are in this location? How has it changed? What will it be like in the future?</p>	<p>Collect data from different types of maps. Ask geographical questions about local changes over time. E.g. What is this landscape like? How has it changed over time? What made it change? How is it currently changing? What could make the evidence we have collected unreliable? Ask geographical questions about data regarding the relationships between human and physical geography. E.g. How will these changes impact humans? How is the human activity affecting the physical features? What patterns can be seen/how has the pattern changed?</p>	
		Knowledge	<p>I know that I can ask questions about the world around me.</p>	<p>I know that geography is the study of places and how people affect those places and I therefore know that a geographical question is a questions about the geography of a place.</p>	<p>I know that a survey is a way of gathering information about the geography of an area. I know that geography is the study of places and how people affect those places and I know that a geographical question can ask about human's impact on the world.</p>	<p>I know that a questionnaire is a selection of questions to find out information about something specific. I know that a survey is a way of gathering information about the geography of an area and that there are different ways to do this; a questionnaire and tick list being two of those ways. I know that a geographical question can be about the comparison of two different locations.</p>	<p>I know that another way to collect data is through observation in the field. I know that a geographical question can be about what I observe in the field, both about the human and physical geography of a place.</p>	<p>I know that different maps give me different information. I know that geographical questions can be about a more focused area and the changes that have happened to the geography of a place over time. I know that some data needs to be collected over time, including long periods of time on occasion, to show valuable information and trends. I know that geographical questions can be asked</p>	
		Coverage	Across EYFS	Term 1 - A local Study	Term 4 - Weather and climate Term 6 - The Local Area and Maps	Term 2 - A Local Study, Lincolnshire Term 6 - The UK and Spain	Term 3 - Fieldwork	Term 5 - OS Maps	Term 3 - Climate Change
		Skill	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Use directional and locational language such as near and far, up and down, left and right, forwards and backwards to describe the location of features on a map. Use simple compass directions (North, South, East and West) to describe the location of features on a map. Devise simple maps with a key.</p>	<p>Use directional and locational language such as near and far, up and down, left and right, forwards and backwards to follow and describe routes on a map. Use simple compass directions (North, South, East, West) to follow and describe routes on a map. Devise simple maps with a key.</p>	<p>Use locational and directional language such as near and far, up and down, left and right, forwards and backwards to follow and describe routes on a map. Use simple compass directions (North, South, East, West) to follow and describe routes on a map. Devise simple maps with a key.</p>	<p>N/A Identify whether a map is a large scale map or a small scale map and say how they know. Use 'what 3 words' to locate specific places in the world. Use 'What 3 Words' to plan a route.</p>	<p>Choose the most appropriate map / locational tool for a task (OS maps, digital maps, What 3 Word). Use 8 points of a compass. Use 4 and 6 fig. grid references to describe the location on a map. I know when to choose different map types or locational tools depending on the need I have or the task I want to perform. I know where to find the key on an OS map and how to interpret the meaning of the symbols. I know the 8 points of a compass: North, South, East, West, North-East, North-West, South-East, South-West. Term 1 - Compare the UK to a European country Term 3 - Fieldwork</p>	<p>Follow a short route on an OS map using symbols and a key. I know that an OS map shows me details to allow me to plan a route to take on foot. I know what the symbols are for footpaths and bridal paths on an OS map. I know what types of roads to avoid when planning a walking route on an OS map. Term 2</p>	
Map Skills	Knowledge	<p>I know that a map represents different places and countries. I know what some basic map symbols represent. I know that a key on a map tells you what the symbols on the map represent.</p>	<p>I know the 4 points of a compass - North, South, East and West. I know what some basic map symbols represent. I know that a key on a map tells you what the symbols on the map represent.</p>	<p>I know how to describe simple routes on a map to direct someone around my school site using directional language and simple compass points (North, South, East and West) I know how to draw a simple map with a key of a local park.</p>	<p>N/A I know that a large scale map is one that shows lots of detail, normally over a smaller area. Know that a small scale map is one that shows a small amount of detail and can show a large area. I know that there are different ways to map the world and the 'What 3 Words' is a new way to give a precise location. I know that I can use 'What 3 Words' to help plan a</p>	<p>Identify whether a map is a large scale map or a small scale map and say how they know. Use 'what 3 words' to locate specific places in the world. Use 'What 3 Words' to plan a route. Know that a large scale map is one that shows lots of detail, normally over a smaller area. Know that a small scale map is one that shows a small amount of detail and can show a large area. I know that there are different ways to map the world and the 'What 3 Words' is a new way to give a precise location. I know that I can use 'What 3 Words' to help plan a</p>	<p>Choose the most appropriate map / locational tool for a task (OS maps, digital maps, What 3 Word). Use 8 points of a compass. Use 4 and 6 fig. grid references to describe the location on a map. I know when to choose different map types or locational tools depending on the need I have or the task I want to perform. I know where to find the key on an OS map and how to interpret the meaning of the symbols. I know the 8 points of a compass: North, South, East, West, North-East, North-West, South-East, South-West. Term 1 - Compare the UK to a European country Term 3 - Fieldwork</p>		
	Coverage	Across EYFS	Term 6 - Maps	Term 6 - The Local Area and Maps	N/A	Term 1 - Compare the UK to a European country Term 3 - Fieldwork	Term 5 - OS Maps	Term 2	
Vocabulary	Assessed Vocabulary		N/A	N/A	Counties, cities, towns, Lincolnshire, Lincoln, (+ other European countries & towns/cities) digital map, zoom in/out, coastal, mountainous, inland, river, north, south, east, west	North America, South America, (+ specific countries & major cities) territory, physical/human features, characteristics, compare, similar & different, climate Northern Hemisphere, Southern Hemisphere, the Equator.	Latitude, longitude, Tropics of Cancer & Capricorn, time zones, GMT, map types (political, topographical/physical, climate, economic, OS, satellite)		
	All Vocabulary	<p>Map, place, country, question, Gainsborough, world. Features, man-made, natural, local, landmarks, aerial photo, plan perspective, school, house, shop, park, field. Geographical question. Locational language, near, far, next to, directional language, left, right, up, down, straight on, diagonally, features, map, compass, north, south, east west, location, key, symbol</p>	<p>Fieldwork, field sketch, skyline, foreground, frame, features, human, physical, labels, locational, directional, left, right, near, far, route, map, survey, human geography, tally chart, data, compass, directions, north, south, east, west, landmarks, symbol, key, aerial photo. Locational language, near, far, next to, directional language, left, right, up, down, straight on, diagonally, features, map, compass, north, south, east west, location, key, symbol</p>	<p>Fieldwork, field sketch, skyline, foreground, frame, features, human, physical, labels, locational, directional, left, right, near, far, route, map, survey, human geography, tally chart, data, compass, directions, north, south, east, west, landmarks, symbol, key, aerial photo. Geographical question, location, Marbella, Skegness, upper course, field sketch, river, fast flowing, valley, mountain, location.</p>	<p>Scale, large scale, small scale, detail, 'What 3 Words', directional view, observation.</p>	<p>OS Map, North-west, north-east, south-west, south-east, locational tool, 8-point compass, geographical processes.</p>	<p>Footpath, bridal path, A road, B road, C road, Motorway, data, orientation.</p>		

Assessed strand