

	Nursery T1 and T2 All About Me Where I live? Festivals and celebrations	Reception T1 and T2 All About Me and my family/ Where I live Festival and celebrations	Year 1 Local study	Year 2 Weather and Seasons	Year 3 Climate and weather	Year 4 Rivers and Water Cycle	Year 5 Changes in Our Local Environment	Year 6 South America: The Amazon
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National Curriculum PoS/ ELG

Autumn Term	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Understand that some places are special to members of their community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Name and describe people who are familiar to them.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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>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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>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.</p> <p>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. 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>-Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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. 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.</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.</p> <p>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.</p> <p>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>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.</p> <p>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, 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> <p>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 in North or South America.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>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, rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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, plans and graphs, and digital technologies.</p>	<p>-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.</p> <p>-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 in North or South America.</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>-Use the 8 points of a compass, 4 and 6-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.</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, plans and graphs, and digital technologies.</p>	<p>-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.</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> <p>-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 in North or South America.</p> <p>-Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>-Describe and understand key aspects of 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>
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Geography Skills and Knowledge Progression

	<p>Knowledge</p> <p>-Children can talk about where they live</p> <p>-Children can identify and describe features of their local environment, e.g. house, farm, church</p> <p>-Children can talk about where Thameside School is located</p> <p>-Children can talk about how they travel to school and other areas, e.g. car, train, bus</p> <p>-Children can talk about how they travel to school and other areas, e.g. car, train, bus</p>	<p>Children can talk about where they live</p> <p>Children can identify and describe features of their local environment, e.g. house, farm, church</p> <p>Children can talk about where Thameside School is located</p> <p>Children can talk about how they travel to school and other areas, e.g. car, train, bus</p> <p>Children can use photos and pictures to locate places in the local environment</p> <p>Children talk about what they like and don't like about their local environment, both built and natural</p> <p>Children can talk about the changes they can see going on in the world around them</p>	<p>-Identify the significant features (landmarks) of their local area and consider viewpoints in relation to this.</p>	<p>-Develop locational and place knowledge about their locality, and the UK as a whole</p> <p>-Understand basic subject-specific vocabulary relating to physical geography</p> <p>- Identify seasonal and daily weather patterns in the UK</p>	<p>Know about the continents and countries of the world and the 'countries' and 'continents' on the world map.</p> <p>Talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on a map.</p> <p>Distinguish between latitude and longitude.</p> <p>Describe the significance of latitude and longitude.</p> <p>Locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited</p> <p>Locate where they live/have visited in the UK</p> <p>Understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles</p> <p>Talk about time zones and day and night</p> <p>Indicate tropical, temperate and polar climate zones on a globe or map</p> <p>Describe the characteristics of these zones using appropriate vocabulary</p> <p>Describe how physical processes can cause hazards to people</p>	<p>Locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers</p> <p>Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>Use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change.</p> <p>Describe a river and mountain environment in the UK, using appropriate geographical vocabulary</p> <p>Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p> <p>Describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains).</p>	<p>-Name and locate counties and cities of the UK, 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>-Understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</p>	<p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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, plans and graphs, and digital technologies.</p> <p>Extend knowledge and understanding beyond local area to include South America.</p> <p>-Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>-Locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>-Understand geographical similarities and differences through the study of human and physical geography of a region in South America.</p> <p>-Describe and understand key aspects of physical and human geography</p>

Geography Skills and Knowledge Progression

					<p>Describe advantages and disadvantages of living in hazard-prone areas</p> <p>Can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them.</p> <p>Can use most of the vocabulary introduced in the unit when talking about their map.</p>			
	<p>Skills</p> <p>-Children explore the outdoor area, noticing and naming its features</p>	<p>Children can talk about where they live</p> <p>Children can talk about where Thameside School is located</p> <p>Children can talk about how they travel to school</p> <p>Children can identify and describe features of their local environment, e.g. house, farm, church</p> <p>Children can talk about the changes they can see going on in the world around them</p> <p>Children can recognise the immediate local area through walks and visits to selected sites</p>	<p>-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>-Compare journeys and landscapes and understand near/far, often/ rarely</p> <p>-Learn about maps, map-making and symbols.</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</p> <p>-Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>-Use simple fieldwork and observational skills in their school, its grounds and surroundings.</p> <p>-Use and construct basic symbols in a key.</p>	<p>-Indicate tropical, temperate and polar climate zones on a globe or map.</p> <p>Identify on a globe or map the position of Prime/Greenwich Meridian.</p> <p>Use an atlas to locate the UK and locate some major urban areas</p> <p>Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles</p> <p>Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p> <p>End of Year 3, expected: Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.</p>	<p>Use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes)</p> <p>In a group, can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes).</p>	<p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>-Use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world,</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, plans and graphs and digital technologies.</p>	<p>Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.</p>

Geography Skills and Knowledge Progression

<p>Nursery T3 and T4 People who help us – superheroes/ emergency services/ occupation World around me</p>	<p>Reception T3 and T4 Important people – superheroes/wider occupations/inspiring people World around me</p>	<p>Year 1 Animals and their habitats</p>	<p>Year 2 Journeys - food</p>	<p>Year 3 Our World</p>	<p>Year 4 A Study of the Alpine Region</p>	<p>Year 5 Exploring Scandinavia</p>	<p>Year 6 Protecting the Environment</p>
<p>National Curriculum PoS/ ELG</p>							

Geography Skills and Knowledge Progression

Spring Term	<p>Talk about the lives of the people around them and their roles in society</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</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>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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</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>Explore the natural world around them.</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>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 states of matter</p>	<p>-Name and locate the world's 7 continents and 5 oceans Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>-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>-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.</p> <p>-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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</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.</p> <p>-Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p>	<p>-Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>-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>-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.</p> <p>-Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human 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Geography Skills and Knowledge Progression

	<p>Talk about what they see, using a wide vocabulary</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Children can talk about where they live</p> <p>Children can talk about the changes they can see going on in the world around them</p> <p>Children know that people in our community help us in different ways</p> <p>Children talk about what they like and don't like about their local environment, both built and natural.</p>	<p>-Name and locate the world's seven continents and five oceans.</p> <p>-Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production.</p> <p>-Name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas</p>		<p>Understand a region of another European country.</p> <p>-Understand some of the physical and human processes that shape a region</p> <p>-Knowledge and understanding should be beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features.</p>		<p>Describe and understand key aspects of the distribution of natural resources including energy, minerals and water.</p>
	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p> <p>Plant seeds and care for growing plants.</p>	<p>Children can use photos and pictures to locate places in the local environment</p> <p>Children know that people in our community help us in different ways</p> <p>Children explore the outdoor area, noticing and naming its features</p> <p>Children can record things they observe and notice, e.g. photographs, drawings</p> <p>Children experience different weather conditions and their impact on the environment</p> <p>Draw information from a simple map.</p>	<p>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 countries, continents and oceans .</p> <p>Use simple fieldwork and observational skills.</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Use locational and directional language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p>		<p>-Use maps to focus on countries, cities and regions in Europe.</p>	<p>Use maps, atlases and globes to locate countries and describe features studied.</p> <p>-Use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world.</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, plans and graphs, and digital technologies.</p>

	Nursery T5 and T6 Amazing animals Journeys	Reception T5 and T6 Amazing animals Water	Year 1 People & their communities	Year 2 Our Wonderful World	Year 3 Coasts	Year 4 Earthquakes and Volcanoes	Year 5 Journeys: Trade	Year 6 Our World in the Future
	National Curriculum PoS/ ELG							

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Summer Term	<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.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to</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.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>-Name and locate the world's 7 continents and 5 oceans.</p> <p>-Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>-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>-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.</p> <p>-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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</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.</p>	<p>-Name and locate the world's 7 continents and 5 oceans. 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>-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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</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.</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>-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 in North or South America.</p> <p>-Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of 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> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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, plans and graphs, and digital technologies</p>	<p>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.</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> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of 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> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>-Describe and understand key aspects of 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> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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, plans and graphs, and digital technologies.</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>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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, plans and graphs, and digital technologies.</p> <p>-Use the 8 points of a compass, 4 and 6-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.</p>
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<p>the one in which they live.</p>								
	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living thing</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Children can talk about where Thameside School is located</p> <p>Children can use photos and pictures to locate places in the local environment</p> <p>Children talk about what they like and don't like about their local environment, both built and natural</p> <p>Children talk about similarities and differences between different places</p> <p>Children can talk about the changes they can see going on in the world around them</p> <p>Children can talk about differences between where they live and other parts of the world</p> <p>Children understand that not all places in the world are the same</p> <p>Children make observations about what life is like on an island</p> <p>Children can draw simple maps</p> <p>Children can describe some features on simple maps</p> <p>Children know some vocabulary to describe physical and human features, e.g. beach, cliff, river, weather, city, town, farm, house, shop</p>	<p>-Name and locate the world's seven continents.</p> <p>-Learn about the human and physical geography of a small area in several non-European countries.</p>	<p>-Name, locate and identify characteristics of the seven continents and oceans.</p> <p>-Understand geographical similarities and differences when studying both human and physical geography.</p> <p>- Identify the locations of hot and cold areas around the world.</p> <p>- Develop knowledge about the world.</p>	<p>Extend knowledge and understanding beyond the local area to include more of the UK.</p> <p>-Name and locate (some) counties and cities of the UK.</p> <p>-Learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time.</p> <p>-Understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain)</p> <p>Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety.</p>	<p>Locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador).</p> <p>Relate continent, country, state and city</p> <p>Use a map or atlas to locate some countries and cities in Europe or North and South America</p> <p>Give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc.</p> <p>Use simple geographical vocabulary to describe significant physical features and talk about how they change</p> <p>Describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts)</p>	<p>- Describe and understand key aspects of 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>	<p>Name and locate types of industry in the area and give reasons why they have changed over time.</p> <p>Describe and give reasons for local land use and suggest how this might change in the future</p> <p>Begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest</p> <p>Identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected</p> <p>Describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues</p>

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Skills	<p>Children make observations about what life is like on an island</p> <p>Children talk about similarities and differences between different places</p> <p>Children understand that not all places in the world are the same</p> <p>Children know some vocabulary to describe physical and human features, e.g. beach, cliff, river, weather, city, town, farm, house, shop</p> <p>Children explore the outdoor area, noticing and naming its features</p> <p>Children can record things they observe and notice, e.g. photographs, drawings</p> <p>Children experience different weather conditions and their impact on the environment</p> <p>Children can draw simple maps</p> <p>Children can describe some features on simple maps</p>	<p>-Read images, maps, atlases and globes.</p> <p>-Ask and answer questions.</p> <p>-Use basic geographical vocabulary.</p>	<p>-Use world maps, atlases and globes.</p> <p>- Use basic vocabulary to refer to physical and human features.</p>	<p>Consider tourism, as both an economic and a pleasurable activity.</p> <p>Think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.</p>	<p>Use a map or atlas to locate some countries and cities in Europe or North and South America</p> <p>Use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc</p> <p>Use a map or atlas (including index) to locate some countries and cities in Europe, North and South America.</p> <p>Use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes)</p>	<p>Use 6-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Use a range of resources to locate national and global environmental issues</p> <p>Use digital maps to investigate and describe features of an area</p> <p>Make sketch maps of the local area using symbols, a key and a scale</p> <p>Use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key</p> <p>Present information gathered in fieldwork using a range of graphs and other simple forms, including digital</p>
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