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| **2 year olds** | **Foundation 1** | **Foundation 2** | **Year 1** |
| To become confident to navigate their way around their classroom, accessing different areas.  To create spaces with different materials and use cars/ figures to navigate around them.  To talk about my home and different rooms in my house  To look at books with environments different to mine | To look at globes and world maps, discussing land/ ocean/ where we live with teachers  To look at different aerial views of our local area  To look at our homes on different maps/ street view  To look at maps of different trips we are going on throughout the year  To play with transport mats and start to distinguish different areas e.g. road, buildings, trees.  To know that there are different countries in the world, **(Geography Link)**  Make marks to draw a journey/ map | To know that there are many countries around the world.(Geography Link)  To use google maps street view to find my house (teacher led) investigate locality.  To distinguish between land and oceans on a world map.  To find the UK on a world map as ‘where we live’  To know that we live in England  To know we live near the River Mersey  To find a different country on a world map.(Geography Link)  Make their own maps drawing roads/ buildings | Locational knowledge  Locating four of the world’s seven continents on a world map. Locating two of the world’s oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in.  To know the name of the four continents (Europe, Asia, Africa and North America). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world’s oceans (Atlantic Ocean and Pacific  Locating the four countries of the United Kingdom (UK) on a map of this area. Beginning to locate the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four countries of the UK. Showing on a map which country they live in and locating its capital city.  To know that the UK is short for ‘United Kingdom’. To know that the United Kingdom is made up of four countries and to be able to name them. To know that a capital city is the city where a country’s government is located. To know the name of the country they live in. To know the capital cities of the UK. |
|  | To talk about my home  To talk about my local area  To know that Handa is from Africa  To know that Handas environment is different to ours  To know that there are different countries in the world and talk about the differences they have experiences or seen in photos,**(Geography Link)**  To learn about different types of homes and transport, how they travel to school, local area and natural environment**(Geography Link)** | .  (Geography Link)  I can ask questions about their familiar world (where they live or the  natural world).(Geography Link)  Identify similarities and difference between life in a different country.(Geography Link)  I can talk about features of my own immediate environment and how environments may vary  from one another  (Science/ Geography Link)  To know that different countries have different cultures.(Geography Link) | Place knowledge  Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place  To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours. |
|  | To use senses to explore the world around them.  **(Geography/ Science Link)**  To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. **(Science/ Geography Link)**  To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). **(Sp2)(Geography Link)**  To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. **(Science/ Geography Link)** | To know that adults do a variety of jobs.(Geography Link)  To know that the emergency services exist and what they do  To begin to understand that things change over time.  (Science/ Geography Link)  To know that other countries have a different climate.(Geography Link)  I can talk about features of my own immediate environment and how environments may vary  from one another  (Science/ Geography Link)  To know the importance of recycling.  To try and understand that things change over time(Science/ Geography  Link)  To talk about the changes they observe in their environment – Seasons link.  (Science/ Geography Link)  I can make observations and express their views of the environment.  (Science/ Geography Link)  To know that humans and other animals can grow.(Science Link)  To identify members of the community who help us.(Geography Link)  To be able to say how members of the community help them.  (Geography Link)  To be able to say what the reasons and results are of people helping us.  (Geography Link)  To be able to say how members of the community help them.  (Geography Link)  To identify and talk about a time when someone has helped them.  To be able to say what the reasons and results are of people helping us.(Geography Link)  I can talk about some features of the areas where I live.  (Geography Link)  I can talk about features of my own immediate environment and how environments may vary  from one another(Science/ Geography Link)  I can talk about features of my own immediate environment and how environments may vary  from one another(Science/ Geography Link)  I can discuss daily weather/ seasons. (Science/ Geography Link) | Human and physical geography  Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary ‘season’ and ‘weather’.  To know the four seasons of the UK. To know that ‘weather’ refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded.  Recognising some physical features in their locality.  To know that physical features means any feature of an area that is on the Earth naturally.  Recognising some human features in their locality.  To know that human features means any feature of an area that was made or built by humans. |
|  | To look at different aerial views of our local area  To look at our homes on different maps/ street view  To look at maps of different trips we are going on throughout the year  To play with transport mats and start to distinguish different areas e.g. road, buildings, trees. | Create maps of a farm (Geography Link)  Create a map of our local area and describe different areas- shop, church, school  Look at aerial view of school and go on a walk to find different aspects.  Comment on features of local environment, outdoor area etc.  Comment on how our outdoor area can be improved- planting etc. | Geographical skills and fieldwork  Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate four of the world’s seven continents (Europe, North America, South America and Asia) Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean  Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.  Recognising local landmarks on aerial photographs . Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs . Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Using simple picture maps and plans to move around the school.  Observe- Commenting on the features they see in their school and school grounds on a walk around the respective places.  Measure- Asking and answering simple questions about the features of their school and school grounds.  Record- Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.  Present- Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. |
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