

Geography Pathway



	Nursery	Reception	Year 1	Year 2	Expectation
Location Knowledge	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. For example, comparison between home and school.	<p>To talk about similarities and differences in relation to places, objects, materials and living things, for example comparison of a beach and town.</p> <p>To recognise similarities and differences in their immediate environment</p>	<p>To talk about people and places beyond their local environment</p> <p>Name and locate the four countries making up the British Isles</p>	<p>Name the countries making up the British Isles, with their capital cities</p> <p>Locate the four countries which make the British Isles and know the main river running through each country</p> <p>Know the surrounding seas of the United Kingdom</p> <p>Locate and name the continents on a world map</p> <p>Locate and label the five oceans</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
Place Knowledge	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. For	To talk about the features of their own immediate environment and how environments might vary from one another	<p>To talk about where they live</p> <p>To talk about their homes and families and compare to those</p>	Compare a local City/town in England with a contrasting city/town in a different country Guildford/London with e.g. Delhi	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small

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	example home country and a holiday.		<p>in another country To talk about and find their way around school showing an awareness of where things belong and the people within the school</p> <p>Compare England with a contrasting Country in the world England compared to Antarctica/Africa/India/Australia/Brazil etc...</p>		area in a contrasting non-European country
Human & Physical Geography	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</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>Understand some important processes</p>	<p>To express their views on features of the environment of a locality</p> <p>To show their knowledge, skills and understanding in studies at a local scale</p> <p>To use resources that are given to them, and</p>	<p>Weather Recap - patterns in the weather related to the changing seasons in the UK</p> <p>Start to look at why patterns are starting to become lesson common due to global warming</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,</p>

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		<p>and changes in the natural world around them, including the seasons and changing states of matter.</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>their own observations, to ask and respond to questions about places and environments</p> <p>Weather- To know where in the world is cold. Discuss in relation to the equator and the North/South Poles</p> <p>To be able to identify patterns in the weather related to the changing seasons in the UK</p> <p>To be able to Compare and Contrast a farm with the seaside</p>	<p>Compare and contrast two British localities</p>	<p>including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p>Geographical Skills & Fieldwork</p>	<p>Enjoys playing with small world models such as farm, a garage or a train track</p> <p>Uses positional language</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure and record the human and</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the four points of a compass</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)</p>

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			physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	To build their knowledge of the United Kingdom and where Guildford is in relation to the rest of the British Isles, south of London north of Portsmouth etc...	and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
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