



The Partnership of Bildeston Primary and Whatfield CEVC Primary Schools



EYFS	
ELG - Areas of Learning	Reception Development Matters 2020 Statements
<p><u>Understanding the World – People, Culture and Communities</u></p> <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.• 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><u>Understanding the World - The Natural World</u></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>	<ul style="list-style-type: none">• Talk about members of their immediate family and community.• Name and describe people who are familiar to them.• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.<ul style="list-style-type: none">• Draw information from a simple map. <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <ul style="list-style-type: none">• Explore the natural world around them.• Describe what they see, hear and feel whilst outside. <p>Recognise some environments that are different to the one in which they live.</p> <ul style="list-style-type: none">• Understand the effect of changing seasons on the natural world around them.

KS1 National Curriculum Expectations	KS2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place Knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and difference through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the UK 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 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>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in the Key Stage • use simple compass direction (North, South, East and West) and locational and directional language (e.g. 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 new school and its grounds and the key human and physical features of its surrounding environment 	<p>Pupils should be taught to:</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> • 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 • 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. • 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>Place Knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and difference through the study of human and physical geography of region of the UK, a region in a European country, and a region within North or South America <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • 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>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass direction, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK 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

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>Name and locate different parts of the local community</p> <p>Talk about some of the places where they and other children live</p>	<ul style="list-style-type: none"> • Understand where I live in the local area. • Understand where I live in the UK • Locate our school in our local area. • Begin to understand what an 'aerial view' show. 	<ul style="list-style-type: none"> • Name and locate the world's seven continents • Name and locate the world's five oceans • Name the four countries of the UK and locate them on a map • Name the capital cities of the four countries in the UK • Name and locate the surrounding seas of the UK • Understand what an 'aerial view' show. 	<ul style="list-style-type: none"> • Locate some of Europe's countries on a map • Name some of Europe's major cities • Describe different environmental regions, and key physical and human characteristics • Name and locate some of the counties and cities of the UK. • Name and locate the world's climate zones • Locate areas of the world containing extreme heat or cold 	<ul style="list-style-type: none"> • Name and locate some of the countries of South America on a map. • Name and locate world's climate zones on a map. • Describe some of the environmental regions, and key physical and human characteristics in areas studied • Locate key topographical features including hills, mountains, coasts and rivers • Locate areas of farming in the UK • Describe how the UK's farming has changed over time. 	<ul style="list-style-type: none"> • Name and locate some of the European countries and capitals • Describe some of the environmental regions, and key physical and human characteristics of areas studied • Describe how the UK has changed over time • Name and locate areas of high ground • Identify the position and significance of latitude, longitude, equator, hemisphere, tropics, Arctic/Antarctic circles and time zones. 	<ul style="list-style-type: none"> • Name and locate the key rivers of the UK and the World. • Name and locate European countries and capitals, incl. Russia • Name and locate some of the countries in South America of the Ancient Mayan civilization • Describe some of the environmental regions, and key physical and human characteristics of the UK and South America • Name and locate areas of high ground and mountains • Identify coastal features of the UK and how they have changed. • Explain how UK and European borders have changed over time.
Place knowledge	Use the local area for exploring both the built and	• Understand the differences between a town and the	• Compare the physical geography of two contrasting	• Compare the physical geography of a region of the UK	• Compare the physical geography of a region of the UK	• Understand and compare the physical geography within	• Understand and compare the physical geography of

	the natural environment. Express their opinions on the natural and built environment.	countryside. (urban/rural) • Compare contrasting locations	locations • Compare the human geography of two contrasting locations	and a region in Europe • Compare the human geography of two contrasting locations • Compare two different ways of life (people and places) with our own life.	and a region in Africa and South America • Compare the human geography of two contrasting locations • Identify some social, cultural, religious and ethnic diversities of societies studied.	the UK • Understand and compare the human geography within the UK • Identify some social, cultural, religious and ethnic diversities of societies studied.	regions in the UK and South America • Understand and compare the human geography of regions in the UK and South America • Recognise how places fit within a wider geographical area and are interdependent.
Human and physical geography	Use basic language to refer to key physical features forest, hill, sea, seasons, weather Use basic language to refer to key human features including town, village, shop, doctor's surgery	• Understand what the weather is like in our country • Understand what a hot area of the world is like • Understand the different seasons in a year. • Understand what weather forecasts show. • Use basic language to refer to key physical features, including cliff, coast, forest, hill, mountain, sea, river, season and weather • Use basic language to refer to key human features, including: city, town, village,	• Understand what a cold area of the world is like • Describe the seasonal and weather patterns in cold areas of the world • Locate hot and cold areas of the world in relation to the Equator and North and South Poles • Use basic language to refer to key physical features, such as beach, cliff, coast, forest, hill, mountain, sea, river, season and weather • Use basic language to refer to key human features, such as city, town, village,	• Understand and describe the key aspects of different climates. • Describe and understand types of settlement and land use (linked to areas covered) • Describe how the UK has changed over time. • Explain environmental issues threatening plants and wildlife in different regions (pollution) • Use vocabulary to refer to key physical features, such as climate zones, biomes, rivers, mountain • Use vocabulary to refer to key human features, such as	• Understand and describe the key aspects of climates studied • Explain environmental issues threatening plants and wildlife in different regions • Explain why settlements develop in certain locations • Describe and understand types of settlement and land use (linked to areas covered) • Use vocabulary to refer to key physical features, such as climate zones, biome, rivers, mountain • Use language to refer to key human features,	• Understand and describe the key aspects of volcanoes and earthquakes • Explain why settlements develop in certain locations (land use, trade links, natural resources etc.) • Describe and understand types of settlement and land use, including in periods studied • Use correct vocabulary to refer to key physical features, such as volcanoes, earthquakes, mountains • Use correct vocabulary to	• Understand and describe the key aspects of rivers • Understand and describe the water cycle • Understand how coastal features are formed • Explain how water and weather can change the landscape. • Explain how and why landscapes change over time. • Predict how physical and human factors might change the landscape in the future.

		harbour, port.	factory, farm, port, shop.	settlement, land use.	such as settlement, land use, natural resources.	refer to key human features, such as settlement, land use, natural resources.	
Geographical skills and fieldwork	Find out about the environment by talking to people, examining photos, simple maps and visiting local places	<ul style="list-style-type: none"> • Draw a simple map. • Begin to recognise map symbols. • Use simple map symbols • Use simple compass directions: North, South, East and West • Use simple locational and directional language such as near and far; left and right) • Use aerial photographs to recognise simple landmarks and basic human and physical features. • Begin to use simple observational skills to study the geography of our school, its grounds and its surrounding environment 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries • Use world maps, atlases and globes to identify the countries, continents and oceans studied • Use aerial photographs to recognise simple landmarks and basic human and physical features. • Draw a simple map using basic symbols in a key • Identify key features and landmarks of the UK. 	<ul style="list-style-type: none"> • Use maps, atlases and digital mediums to name and locate the countries and cities of the UK. • Use maps, atlases and digital mediums to name and locate some of the counties of the UK. • Use maps, atlases and digital mediums to describe features such as mountains, rivers, • Use 4-point compass directions confidently • Begin to use symbols and keys. • Sketch maps to present human and physical features in the local area 	<ul style="list-style-type: none"> • Use maps, atlases and digital mediums to identify areas of the world containing rainforests. • Use maps, atlases and digital mediums to identify settlements built by invaders. • Begin to use 8-point compass directions • Use 4 figure grid references • Use symbols and keys • Present human and physical features in a range of ways (sketch maps, 3D maps, plans and graphs, and digital technologies) 	<ul style="list-style-type: none"> • Use maps, atlases and digital mediums to locate countries and describe features studied • Find information in an atlas using the index and contents pages • Use 8-point compass directions • Begin to use 6-figure grid references • Use symbols and keys (including Ordnance Survey maps) to build knowledge of the UK • Observe, measure, record and present human and physical features in a range of ways (sketch maps, 3D maps, plans and graphs, and digital technologies) 	<ul style="list-style-type: none"> • Use maps, atlases and digital mediums to locate countries and describe features studied • Find information in an atlas using the index and contents pages • Use 8-point compass directions • Use 6-figure grid references • Use symbols and keys (including Ordnance Survey maps) to build knowledge of the UK • Observe, measure, record and present human and physical features in a range of ways e.g. draw maps, 3D maps, plans, graphs and digital technologies)