



Peaslake Free School – Geography Curriculum Skills and Knowledge Map

Locational Knowledge

Locational Knowledge		
	Early Years	Understanding the world; Development matters and Early Learning Goals
Skills	Identifying land and water on a map or globe. Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	Development Matters Draw information from a simple map. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community. Early Learning Goals Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
Knowledge	To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) To know that usually water is represented in blue on a map or globe. To know the name of their school and the place where they live. To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	
		National curriculum - end of KS1 Pupils should be able to:
Skills	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Showing on a map which continent they live in.	Name and locate the world's seven continents and five oceans
Knowledge	To be able to name the seven continents of the world. 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 and that a sea is a body of water that is smaller than an ocean. To be able to name the five oceans of the world.	

Skills	<p>Locating the four countries of the United Kingdom (UK) on a map of this area.</p> <p>Showing on a map which country they live in and locating its capital city.</p> <p>Locating the surrounding seas and oceans of the UK on a map of this area .</p> <p>Locating the capital cities of the four countries of the UK on a map of this area.</p> <p>Identifying characteristics (both human and physical) of the four capital cities of the UK.</p> <p>Showing on a map the city, town or village where they live in relation to their capital city.</p>	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Knowledge	<p>To know that the UK is short for 'United Kingdom'.</p> <p>To know that a country is a land or nation with its own government.</p> <p>To know that the United Kingdom is made up of four countries and their names. T</p> <p>To know the name of the country they live in. To know that there are four bodies of water surrounding the UK and to be able to name them.</p> <p>To name some characteristics of the four capital cities of the UK.</p> <p>To know the four capital cities of the UK.</p> <p>To know that a capital city is the city where a country's government is located.</p>	

Place Knowledge

	Early Years	Understanding the world; Development matters and Early Learning Goals
Skill	Discussing how environments in stories and images are different to the environment they live in.	Development matters Recognise some environments that are different from the one in which they live.
Knowledge	<p>To know that places within this country can differ from each other.</p> <p>To know that there are differences between places in this country and places in other countries. – c</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Early Learning Goals 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>Know some similarities and differences between the natural world around them and contrasting environments, drawing on</p>

		their experiences and what has been read in class
	Key Stage 1	National Curriculum – end of KS1 pupils should be able to:
Skills	Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country. Naming and beginning to describe 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.	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
Knowledge	To know that life elsewhere in the world is often different to theirs. To know that life elsewhere in the world often has similarities to theirs. To know some similarities and differences between their local area and a contrasting non European country.	

Human and Physical Geography

	Early Years	Understanding the world; Development matters and Early Learning Goals
Skills	Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/local area). Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)	Development matters Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. Early Learning Goals Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Know some similarities and differences between the natural world around them and contrasting environments, drawing on
Knowledge	To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year which are marked by the weather conditions. T o know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	

		their experiences and what has been read in class;
	Key Stage 1	National Curriculum – end of KS1 pupils should be able to:
Skills	<p>Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality.</p> <p>Confidently using the vocabulary ‘season’ and ‘weather’.</p> <p>Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map.</p> <p>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</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
Knowledge	<p>To know that ‘weather’ refers to the conditions outside at a particular time.</p> <p>To know that different parts of the UK often experience different weather.</p> <p>To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.</p> <p>To know that weather conditions can be measured and recorded.</p> <p>To know that the Equator is an imaginary line around the middle of the Earth.</p> <p>To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</p> <p>To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</p>	
Skills	Recognising and describing some physical features of a location using subject-specific vocabulary.	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
Knowledge	<p>To know that physical features means any feature of an area that is on the Earth naturally.</p> <p>To know that coasts (and other physical features) change over time.</p> <p>To know some key physical features of the UK.</p>	
Skills	<p>Recognising and describing some human features of a location using subject-specific vocabulary.</p> <p>Describing and understanding the differences between a city, town and village.</p>	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Knowledge	<p>To know that human features means any feature of an area that was made or built by humans.</p> <p>To know that a sea is a body of water that is smaller than an ocean.</p>	

	To know that human features change over time. To know some key human features of the UK.	
Geographical Skills and Fieldwork		
	Early Years	Understanding the world; Development matters and Early Learning Goals
Skills	<p>Ask questions about the world around them.</p> <p>Commenting on the features they see in their school and school grounds.</p> <p>Answering simple questions, guided by the teacher.</p> <p>Drawing some of the features they notice in their school and school grounds.</p> <p>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p> <p>Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment.</p> <p>Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.</p>	<p>Development matters</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand that some places are special to members of their community</p> <p>Draw information from a simple map.</p> <p>Early Learning Goals</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>
Knowledge	<p>To know that a map is a picture of a place.</p> <p>To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).</p>	
	Key Stage 1	National Curriculum – end of KS1 pupils should be able to:
Skills	<p>Using an atlas to locate the UK. Using a map to locate the four countries of the UK.</p> <p>Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK.</p> <p>Using a world map, globe and atlas to locate all the world’s seven continents.</p> <p>Using a world map, globe and atlas to locate the world’s five oceans.</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>Using directional language to describe the location of objects in the classroom and playground.</p> <p>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.</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>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.</p> <p>Using a map to follow a prepared route.</p>	
	<p>Adding labels to sketch maps. Using simple picture maps and plans to move around the school.</p> <p>Recognising landmarks of a city studied on aerial photographs and plan perspectives.</p> <p>Recognising human features on aerial photographs and plan perspectives.</p> <p>Recognising physical features on aerial photographs and plan perspectives.</p> <p>Drawing a map and using class agreed symbols to make a simple key.</p> <p>Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. F</p> <p>inding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</p> <p>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</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>
Knowledge	<p>To know that an aerial photograph is a photograph taken from the air above.</p> <p>To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features.</p> <p>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know what a sketch map is.</p> <p>To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe. T</p> <p>o know that a compass is an instrument we can use to find which direction is north.</p> <p>To know which direction is N, S, E, W on a map.</p> <p>To know that maps need a title and purpose.</p> <p>To know that maps need a key to explain what the symbols and colours represent.</p> <p>To know that an interview can be a way to find out people's views about their area. T</p> <p>o know that a tally chart is a way of collecting data quickly.</p> <p>To know that a pictogram is a chart that uses pictures to show data.</p>	

Enquiry Skills

	EYFS	Key Stage 1	National curriculum - end of KS1 Pupils should be able to:
Question	Ask questions about the world around them	Asking questions about the world around them. Recognising there are different ways to answer a question	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
Observe	Commenting on the features they see in their school and school grounds.	Commenting on and discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	
Measure	Answering simple questions, guided by the teacher.	Asking and answering simple questions about the features of their school and school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	
Record	Creating some of the features they notice in their school and school grounds.	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone.	
Present	Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	