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| EYFS | | Key Stage One | | | Lower Key Stage Two | | Upper Key Stage Two | |
| Nursery | Reception | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|  |  | | **Me and My Family** | **London Calling** | **Awesome Egyptians** | **The Roman Empire** | **Vikings and Anglo Saxons** | **Ancient Greece** |
| I know that animals have different habitats- I can match some animals to the correct habitat e.g. a camel in a desert, a frog in a pond and a monkey in a jungle  I can locate the North Pole– introduce a globe (Santa and the elves live)  I can join in a muddy puddle walk | I can describe where I live  I know that my school is in Halewood  I can make a simple map of my school grounds (whole class)  I can map a journey for Naughty Bus  I can talk about different environments the Naughty Bus has been to  I can talk about different environments (linked to Literacy Tree texts) e.g. pond, forest, sea etc. | | History based topic only | 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  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  use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | Human and physical geography  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 | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  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. – trip | History based topic only | History based topic only |
|  |  | | **Come Fly with Me** | **Come Fly with Me** | **Set in Stone** | **Shake, Rattle and Roll**  **(Volcanoes and Earthquakes)** | **UK Study** | **Central and South America** |
| I am beginning to know a globe and world map is for looking at where places are in the world.  I can investigate where different animals live in the world.  I can use the words woods, forest, house, path when talking about a setting. | I know that there are lots of countries in the world.  I know what a globe is and use it to find different countries.  I can look at a map of my local area.  I can talk about features of my local environment e.g. shops, houses, parks etc. – eco friendly balloon experiment to see how far the biodegradable balloons travel.  I can talk about different jobs people have and everyday heroes in our community. | | name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas  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  use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at thiskey stage  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 compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map  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 | name and locate the world’s 7 continents and 5 oceans  use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at thiskey stage  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  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  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 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  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 | 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  use the eight points of a compass, four and six-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  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | 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  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)  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 oceans), and land-use patterns; and understand how some of these aspects have changed over time  Human and physical geography  describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and six-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 | 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  Human and physical geography  describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  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. | 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 within North or South America  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  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)  Human and physical geography  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  use the eight points of a compass, four and six-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 |
|  |  | | **Significant Individuals** | **Significant Individuals** | **Europe - Italy** | **Anglo Saxons and Scots** | **Liverpool Docks** | **History of Music on Merseyside** |
| I can join in a bug hunt and talk about where they live or were found.  I can talk about my family from photos of them in different places.  I can name different places I have been on holiday.  I can talk about what made it different to home.  I am beginning to know a globe is for looking at where places are in the world  I can go on a journey in school and the grounds remembering what I saw | I can talk about what the world looked like in the past  I know where dinosaurs lived  I can talk about what a desert is like  I know that some animals live in the desert  I can compare a dessert climate with UK  I can talk about different places I have visited and compare them with each other e.g. different countries  I can compare Halewood and Space (linked to Look Up!) | | **History based topic only** | **History based topic only** | locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on Europe’s environmental regions, key physical and human characteristics, countries, and major cities  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)  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 within North or South America  Human and physical geography  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 | 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  Human and physical geography  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 | 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 within North or South America  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  Human and physical geography  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  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and six-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 | History based topic only |