

EYFS Statement relating to subject

Understanding the World

The World

30-50 months – Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world.

40-60 months – Looks closely at similarities, differences, patterns and change.

ELG

Children know about similarities and differences in relation to places. They talk about their own immediate environment and how environments may vary from one another.

Expectations:

- Listening to stories
- Asking what and where
- Use the language to identify features in the local area and the buildings which surround them
- Talk about the seasons and weather
- Recognise the similarities and differences between different places
- Role play and make up stories

Year group/term	Year 1 Autumn Term	Year 1 Spring Term	Year 1 Summer Term
Learning Topic	<p>Local Study My School, My Area, My Weather, My Country</p>	<p>World Study Non-European Country – Town Specific</p>	<p>UK Study UK Small Area Study</p>
Key knowledge and skills to be secured	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Understand how our local area is linked to other places. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Name, describe and compare familiar places – local area. • Link their homes with other places in the local community. • Know about some present changes that are happening in the local environment. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Understand how our local area is linked to other places. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country – China. <p>Human and Physical Geography</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Understand how our local area is linked to other places. <p>Place knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – Saltburn.

- Suggest ideas for improving the school environment.

Human and Physical Geography

- **Describe seasonal weather changes in the UK.**

Geographical Skills and Field Work

- **Use simple observational skills to study the geography of the school and its grounds.**
- Make simple maps and plans of the school and local area.
- Use photographs and maps to identify features of Overfields and surrounding area.
- Locate Overfields within the UK.
- Learn names of some places within/around the UK. E.g. Home, town, cities, countries e.g. Wales.

- 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.

- Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and port.

Geographical Skills and Field Work

- **Use photographs, information books, globes and maps to identify features of place studied.**
- Locate area studied on world map.

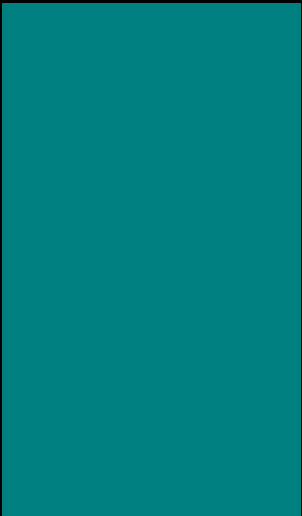
Human and physical geography

- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, hill, sea, ocean, river, soil, valley, vegetation, season and weather.
- key human features, including: town, village, house, port, harbour.

Geographical Skills and Field Work

- **Use simple fieldwork and observational skills to study the chosen location.**
- Teacher led enquiries, to ask and respond to simple closed questions.
- **Educational Visit**

Year group/term	Year 2 Autumn Term	Year 2 Spring Term	Year 2 Summer Term
Learning Topic	<p style="text-align: center;">UK Study Countries, Landmarks and Surrounding Seas – Australia School Link Project – Focus on London – History Link</p>	<p style="text-align: center;">World Study Hot and Cold Places – Arctic/Equator</p>	
Key knowledge and skills to be secured	<p>Locational knowledge</p> <ul style="list-style-type: none"> • 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 differences of parts of the UK to Overfields and the surrounding area through studying the human and physical geography of the UK. <p>Human and physical geography</p> <ul style="list-style-type: none"> • 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. • Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and port. <p>Geographical skills and fieldwork</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans. <p>Place knowledge</p> <ul style="list-style-type: none"> • Develop contextual knowledge of the location of globally significant places. <p>Human and physical geography</p> <ul style="list-style-type: none"> • 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the continents and oceans studied. • 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 on a map. 	

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- Children encouraged to ask simple geographical questions; Where is it? What's it like?
 - **Make simple comparisons between features of different places.**
 - Locate and name on UK map countries, major features e.g. London, River Thames, home location, seas.

- **Make simple comparisons between features of different places.**

Year group/term	Year 3 Autumn Term	Year 3 Spring Term	Year 3 Summer Term
Learning Topic		<p align="center">World Study Mountains, Volcanoes and Earthquakes – North America Focus</p>	<p align="center">UK Study Four Countries of the UK -Human and Physical – Wales and Northern Ireland Focus – History Link</p>
Key knowledge and skills to be secured		<p>Place knowledge</p> <ul style="list-style-type: none"> Extend their knowledge and understanding beyond the local area to include a region within North America - Rocky Mountains – San Andreas Fault. <p>Locational knowledge</p> <ul style="list-style-type: none"> Locate significant mountain ranges, earthquake zones and volcanoes of the world. <p>Human and physical geography</p> <ul style="list-style-type: none"> Understand the effect of landscape features on the development of a locality within the North American mountain range. Describe and understand key aspects of physical geography – volcanoes, mountains and earthquakes. Human geography: types of settlement and land use around these locations. Identify similarities and differences of these topographical features. <p>Geographical skills and mapwork</p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> Identify where countries are within the UK and the key topographical features of Wales and Northern Ireland. Name and locate the cities of the Wales and Northern Ireland. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences to that of our local area through the study of human and physical geography. <p>Human and physical geography</p> <ul style="list-style-type: none"> Identify key physical and human features of the Wales and Northern Ireland. Understand the effect of landscape features on the development of cities. Name the four counties of the UK, cities of places studied, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.

		<ul style="list-style-type: none">• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.• Identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian.	<p>Geographical skills and mapwork</p> <ul style="list-style-type: none">• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, in different locations.• Identify features on aerial/oblique photographs.
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Year group/term	Year 4 Autumn Term	Year 4 Spring Term	Year 4 Summer Term
Learning Topic	<p style="text-align: center;">UK Study</p> <p style="text-align: center;">Four Countries of The UK Human and Physical – England and Scotland Focus - Change Over Time – History Link</p>	<p style="text-align: center;">World Study</p> <p style="text-align: center;">Rainforests of The World – South America Focus</p>	
Key knowledge and skills to be secured	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Name and locate counties, cities of England and Scotland, 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. <p>Place knowledge</p> <ul style="list-style-type: none"> • Know about the wider context of places – region, country. <p>Human and physical geography</p> <ul style="list-style-type: none"> • Identify key physical features of the England and Scotland. • Identify key human geography, including types of settlement and land use, economic activity. • Understand the effect of landscape features on the development of cities. <p>Geographical skills and mapwork</p> <ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies – History Site Educational Visit. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> • Extend their knowledge and understanding beyond the local area to include South America – the Amazon rainforest. • Locate the world’s rainforests and the countries in which they are found. <p>Place knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences of human and physical geography of a UK forest to that of the Amazon rainforest. <p>Human and physical geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, climate zones, biomes and vegetation belts. • Human geography, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy. <p>Geographical skills and mapwork</p>	

- **Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.**
- Begin to identify significant places and environments.

- **Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.**
- Ask and respond to questions and offer their own ideas.
- Identify significant places and environments on aerial/oblique photographs.
- Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones.

Year group/term	Year 5 Autumn Term	Year 5 Spring Term	Year 5 Summer Term
Learning Topic	<p align="center">European Study Greece – History Link</p>	<p align="center">Local/World Study Rivers – Literacy Link</p>	<p align="center">Local Study Local Area – Human and Physical – Change Over Time – Ironstone – History Link</p>
Key knowledge and skills to be secured	<p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p>Place knowledge</p> <ul style="list-style-type: none"> • Extend their knowledge and understanding beyond the local area to include Europe – Focus - Greece. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in Greece. <p>Human and physical geography</p> <ul style="list-style-type: none"> • Explore impact and change over time. • Identify changes through time. • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography of the area studied within Greece. • Describe and understand human geography, including: settlement and land use and economic activity. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world’s countries, using maps, focus South America, concentrating on environmental regions, key physical and human characteristics, and major cities. <p>Place knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of the river Tees, to that of the Amazon. <p>Human and physical geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography: rivers, mountains and the water cycle. • Human geography, including: types of settlement and land use, economic activity including trade links. • Compare and contrast the river Tees and Amazon. <p>Geographical skills and mapwork</p> <ul style="list-style-type: none"> • Educational Visit to River Tees. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Make links to places outside of the UK and where they live. <p>Human and physical geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography of the local area. • Human geography, including: settlement and land use and economic activity. • Explore impact and change over time. <p>Geographical skills and mapwork</p>

	<p>Geographical skills and mapwork</p> <ul style="list-style-type: none">• Begin to suggest questions for investigating.• Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones.• Identify significant places and environments.	<ul style="list-style-type: none">• Identify significant places and environments.• Analyse evidence and draw conclusions.• Begin to draw a variety of thematic maps based on their own data using key and symbols.• Compare maps with aerial photographs.	<ul style="list-style-type: none">• 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.• Analyse and compare historical maps of varying scales.
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Year group/term	Year 6 Autumn Term	Year 6 Spring Term	Year 6 Summer Term
Learning Topic	<p style="text-align: center;">World Study</p> <p style="text-align: center;">Environmental Change – The Earth’s Biomes</p> <p style="text-align: center;">Climate Change and Pollution</p>		
Key knowledge and skills to be secured	<p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world’s countries, using maps (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. • Identify climate zones, biomes, and vegetation belts and significant physical/natural features E.g. The Great Barrier Reef. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Use key vocabulary to demonstrate knowledge and understanding: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources. <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, identifying environmental change, climate change and pollution.

- **The impact of human geography upon the physical world in relation to the distribution of natural resources including energy, food, minerals and water, identifying change and impact.**

Geographical skills and mapwork

- **Analyse evidence and draw conclusions.**
- Suggest questions for investigating
- Collect and record evidence unaided.
- Use 8 compass points confidently and accurately.
- Use 4 figure co-ordinates confidently to locate features on a map.
- Draw a variety of thematic maps based on their own data.
- Locate places on a world map.
- Draw/use maps and plans at a range of scales.
- Confidently identify significant places and environments.