



The World/People and Communities & Geography Learning Journey (Intent)

EYFS	Understanding the World (<i>The World/People and Communities</i>)	
	<i>A Unique Child: observing what a child is learning</i>	
Emerging (30 – 50 months)	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. .(P&C) Remembers and talks about significant events in their own experience. .(P&C) Recognises and describes special times or events for family or friends. .(P&C) Shows interest in different occupations and ways of life. .(P&C) Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.(P&C) Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (TW) Shows care and concern for living things and the environment. (TW) 	
Expected (40 – 60+ months)	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines..(P&C) Looks closely at similarities, differences, patterns and change.(TW) 	
Expected (Early learning Goal)	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another 	

KS1	Locational knowledge and Place knowledge	Fieldwork	Use of basic geographical vocabulary	Using globes, maps & plans.	Map work skills	Human and physical geography: enquiry skills and communication
Year 1 – Emerging knowledge, skills and concepts	<ul style="list-style-type: none"> I can ask questions. I can respond to questions – like what and where? I can name & locate the world's 7 continents and 5 oceans I can name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas 	<ul style="list-style-type: none"> I can use some of my senses to observe places I can identify simple types of buildings & places around me and know their own special features 	<ul style="list-style-type: none"> I know & can use simple geographical vocabulary e.g. near/far up/down, wet, dry. I can describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house. 	<ul style="list-style-type: none"> I can play games with globes & maps. I can draw my own simple picture maps, plans with labels of places I know, or imaginary places/ stories. I may use my own symbols. I use world maps, atlases and globes to identify UK & its countries I can identify the countries, continents and oceans studied. I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> I can follow directions – up, down, left and right I may be able to identify local features on aerial photograph. I can draw round objects 1:1 to get plan view 	<ul style="list-style-type: none"> I can use secondary sources – pictures, photos, stories, films to find out about a place I can tell you what a place is like in simple terms I can identify seasonal/ daily UK weather patterns
Year 2 – Expected by the end of KS1	<ul style="list-style-type: none"> I understand geographical similarities and differences through studying the human & physical geography of a small area of the UK & contrasting non-European country. 	<ul style="list-style-type: none"> I can use simple fieldwork and observational skills to study the geography of my school and its grounds. I can complete a chart to express opinions during Fieldwork. I use first hand observation to investigate places – the school grounds, the streets around and the local area. I can recognise and record different types of land use, buildings and environments. 	<ul style="list-style-type: none"> I use and understand basic geographical specific vocabulary relating to human and physical geography I can use these specific key vocabulary to describe... physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) key human features (city, town, village, factory, farm, house, office, port, harbour, shop, address) I can use mathematical vocabulary to describe position and location 	<ul style="list-style-type: none"> I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> I can follow a route on prepared maps (left/right) & find information. I can use simple compass directions (NSEW) I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. I can make a simple map (e.g. from a story). I can use & construct basic symbols in a key 	<ul style="list-style-type: none"> I can use observational skills and ask and respond to questions. I can study the key human and physical features of the surrounding environment of my school I begin to explain how/why I can find information from aerial photographs. I use and apply Maths to help me to show learning
NC Attainment Target notes	<p>Key stage 1 Pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study (above).</p> <ul style="list-style-type: none"> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography Pupils should begin to use geographical skills, including first-hand observation, to enhance their locational awareness. 					