


# YEAR 1 – United Kingdom

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>LOCATIONAL KNOWLEDGE Aim</b></p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b></p> <p><b>The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>Name, locate and identify characteristics of the four <b>countries</b> and <b>capital cities</b> of the <b>UK</b>.</p>	<p>Name and locate the world's <b>seven continents</b> and five oceans. Name, locate and identify the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of <b>Russia</b>) and <b>North America</b>, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</b></p>	<p>Name and locate <b>counties</b> and <b>cities</b> of the <b>United Kingdom</b>, geographical <b>regions</b> and their identifying <b>physical characteristics</b>, key topographical features (including <b>hills, mountains, coasts and rivers</b>), and <b>land-use patterns</b>; and understand how some of these aspects have <b>changed</b> over time.</p>	<p>Name and locate <b>counties</b> and <b>cities</b> of the <b>United Kingdom</b>, geographical regions and their identifying <b>human and</b> physical characteristics, key topographical features (including <b>hills, mountains, coasts and rivers</b>), and <b>land-use patterns</b>; and understand how some of these aspects have <b>changed</b> over time.</p>	<p>Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of <b>Russia</b>) and <b>South America</b>, concentrating on their <b>environmental regions</b> and key physical characteristics,</p> <p>Identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</b></p>

<p><b>PLACE KNOWLEDGE Aims</b></p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b></p> <p><b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>Understand the human and physical geography of a small area of the <b>UK</b>.</p>	<p>Understand geographical <b>similarities and differences</b> through studying the human and physical geography of a small area of the <b>UK</b> and of a small area in a contrasting non-EU country.</p>	<p>Understand geographical <b>similarities and differences</b> through the study of physical geography of a region in a <b>European country</b>, and a region within <b>North America</b>.</p>	<p>Understand geographical <b>similarities and differences</b> through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.</p>	<p>Understand geographical <b>similarities and differences</b> through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. (France to link with French trip).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in <b>South America</b>.</p>
<p><b>HUMAN &amp; PHYSICAL GEOGRAPHY Aims</b></p> <p>To understand the processes that give rise to key physical and human geographical</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the</b></p>	<p>Identify <b>seasonal and daily weather patterns</b> in the <b>United Kingdom</b>.</p> <p>Use basic geographical vocabulary to refer to: key physical features including; <b>beach, cliff,</b></p>	<p>Identify the <b>hot and cold</b> areas of the world in relation to the <b>equator</b> and the <b>North and South Poles</b>.</p> <p>Use basic geographical vocabulary to refer to:</p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes, vegetation belts and volcanoes and earthquakes</b>.</p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</b></p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts, and rivers</b>.</p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</b></p>

<p>features of the world, how these are interdependent and how they bring about spatial variation and change over time</p>	<p><b>foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b> <b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>coast, season and weather.</b></p> <p>Use basic geographical vocabulary to refer to key human features including: <b>city, town, village, factory, farm, house, office.</b></p>	<p>key physical features including; <b>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</b></p> <p>Key human features including: <b>city, town, village, factory, farm, house, office, port, harbour and shop.</b></p>	<p>Describe and understand key aspects of human geography, including types of <b>settlement</b> and <b>land use.</b></p>	<p>Describe and understand key aspects of human geography, including: types of <b>settlement</b> and <b>land use</b>, and the distribution of <b>natural resources</b> including <b>energy, food, minerals and water.</b></p>	<p>Describe and understand key aspects of human geography, including <b>types of settlement and land use, economic activity</b> including <b>trade links.</b></p>	<p>Describe and understand key aspects of human geography, including: <b>types of settlement and land use, economic activity</b> including <b>trade links</b>, and the <b>distribution of natural resources</b> including <b>energy, food, minerals and water</b></p>
<p><b>GEOGRAPHICAL SKILLS &amp; FIELDWORK Aims</b></p> <p>To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b> <b>The Natural World</b></p>	<p>Use world <b>maps, atlases and globes</b> to identify the UK and its countries and surrounding <b>seas.</b></p> <p>Use simple <b>fieldwork</b> and observational skills to study the geography of their <b>school</b>, its <b>grounds</b> and the key human and physical features of its surrounding <b>environment.</b></p>	<p>Use world <b>maps, atlases and globes</b> to identify the <b>United Kingdom</b> and its <b>countries</b>, as well as the countries, <b>continents and oceans</b> at this stage.</p> <p>Use simple <b>compass directions (North, South, East and West)</b> and locational language [for example, <b>near and far, left and right</b>] to describe the location of</p>	<p>Use <b>maps, atlases, globes</b> to locate countries and describe features studied.</p> <p>Use the <b>four points</b> of a <b>compass, four figure grid references, symbols and key</b> to build their knowledge of the wider world.</p>	<p>Use <b>maps, atlases, globes</b> and <b>digital/computer mapping</b> to locate countries and describe features studied.</p> <p>Use the <b>four points</b> of a <b>compass, four figure grid references, symbols and key</b> (including the use of <b>Ordnance Survey maps</b>) to build their knowledge of the United Kingdom.</p>	<p>Use <b>maps, atlases, globes</b> and <b>digital/computer mapping</b> to locate countries and describe features studied.</p> <p>Use the <b>eight points of a compass, six-figure grid references, symbols and key</b> (including the use of <b>Ordnance Survey maps</b>) to build their knowledge of the United Kingdom.</p>	<p>Use <b>maps, atlases, globes</b> and <b>digital/computer mapping</b> to locate countries and describe features studied.</p> <p>Use the <b>eight points of a compass, six-figure grid references, symbols and key</b> (including the use of <b>Ordnance Survey maps</b>) to build their knowledge of the wider world.</p>

<p>geographical processes</p> <p>To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>		<p>features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p>		<p>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 (coast).</p>	<p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
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### COMPOSITES

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- 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 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.

### COMPONENTS

	1	2	3	4	5	End Point
	What is United Kingdom?	What can I find out about the United Kingdom?	What are the UK's countries like?	What are the UK's capital cities like?	What do I know about a country in the UK?	Use the United Kingdom assessment paper of use the United Kingdom Information Sheet as the End Point Assessment Activity.
<b>CONCEPTS</b> <a href="#">Link to concept map</a>	Space	Space	Environment	Environment	Space Environment	

<b>SKILLS</b>	Name, locate and identify characteristics of the four countries of the UK.  Use world maps, atlases and globes to identify the UK and its countries.	Name, locate and identify characteristics of the four countries and capital cities of the UK.  Use world maps, atlases and globes to identify the UK and its countries and surrounding seas.	Use basic geographical vocabulary to refer to: key physical features including; beach, cliff, coast, season and weather.  Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office.	Use basic geographical vocabulary to refer to: key physical features including; beach, cliff, coast, season and weather.  Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office.  Understand the human and physical geography of a small area of the UK.	Name, locate and identify characteristics of the four countries and capital cities of the UK.  Use basic geographical vocabulary to refer to: key physical features including; beach, cliff, coast, season and weather.  Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office.  Understand the human and physical geography of a small area of the UK.	To know: <ul style="list-style-type: none"> <li>• The location of the four countries.</li> <li>• The four capitals and surrounding seas.</li> <li>• Human and physical features of the UK.</li> <li>• Human and physical features of the capital cities.</li> <li>• Sharing our understanding of the UK.</li> </ul> To be able to: <ul style="list-style-type: none"> <li>• Annotate a simple map of the UK with some its key features.</li> <li>• Use appropriate vocabulary when describing local features and those of the UK.</li> </ul>
<b>KNOWLEDGE</b>	The location of the United Kingdom on a map.  The names of the four countries in the United Kingdom.  The location of the four countries of the United Kingdom on a map.	The names of the capital cities of the United Kingdom.  The location of the capital cities of the United Kingdom on a map.	An understanding of what a physical and human feature is.	An understanding of human and physical features of London.	Characteristics of the UK including famous landmarks.	
<b>LESSON LINK</b>	MTP	MTP	MTP	MTP	MTP	
<b>PROGRESSIVE VOCABULARY</b>	map world Europe country	capital London Edinburgh Cardiff	features human physical nature	capital city features	country capital features	

	England Scotland Wales Northern Ireland	Belfast Union Jack		physical human	physical human	
<b>CURRICULUM EXPERIENCES</b>				Virtual trip to London – online or around the school		
<b>END POINT</b>	Children will be able to locate the UK on a map, name the countries of the UK and locate them on a map.	Children will be able to name the capital cities of the United Kingdom and locate them on a map.	Children will understand what a human and physical feature is and apply this understanding.	Children will be able to apply their understanding of human and physical features when looking at London.	Children will be able to recall the name of a nation, its capital city, and human and physical features in that city.	

