

Year 1	Below	Just below	Inline
<p><b>Locational Knowledge</b> The UK and local area The world and continents</p>	<ul style="list-style-type: none"> <li>• Pupils can name and locate one of the seven continents of the world.</li> <li>• Pupils can locate oceans.</li> <li>• Pupils can name and locate one of the four countries of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can name and locate two of the seven continents of the world.</li> <li>• Pupils can name and locate one of the five oceans of the world.</li> <li>• Pupils can name and locate two of the four countries of the United Kingdom.</li> <li>• Pupils can name one of the four capital cities of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can name and locate three of the seven continents of the world.</li> <li>• Pupils can name and locate two of the five oceans of the world.</li> <li>• Pupils can name and locate three of the four countries of the United Kingdom.</li> <li>• Pupils can name two of the four capital cities of the United Kingdom.</li> </ul>
<p><b>Place Knowledge</b> Understanding places and connections</p>	<ul style="list-style-type: none"> <li>• Pupils have studied a small area in the U.K and in a non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in human geography.</li> <li>• Pupils have studied a small area in the U.K and in a non-European country and are able to identify at least one similarity and difference in physical geography.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography.</li> <li>• Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography.</li> </ul>
<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>• Pupils can name the seasons.</li> <li>• Pupils can locate a small number of hot and cold areas of the world in relation to the Equator or North and South Poles.</li> <li>• Pupils can use a few basic geographical words to refer to human features.</li> <li>• Pupils can use a few basic geographical words to refer to physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are beginning to identify seasonal patterns.</li> <li>• Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles.</li> <li>• Pupils are beginning to use basic geographical vocabulary to refer to human features.</li> <li>• Pupils are beginning to use basic geographical vocabulary to refer to physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can identify seasonal patterns.</li> <li>• Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles.</li> <li>• Pupils are beginning to use basic geographical vocabulary to refer to human features.</li> <li>• Pupils are beginning to use basic geographical vocabulary to refer to physical features.</li> </ul>
<p><b>Geographical Skills and Fieldwork</b> Field work and investigation Map and atlas work</p>	<ul style="list-style-type: none"> <li>• Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one confidently.</li> <li>• Pupils can use simple compass directions with increasing accuracy.</li> <li>• Pupils can recognise landmarks.</li> <li>• Pupils can devise a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are beginning to use maps, atlases and globes to identify studied regions.</li> <li>• Pupils can use north and south accurately or east and west accurately.</li> <li>• Pupils are beginning to recognise landmarks.</li> <li>• Pupils are beginning to devise a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately.</li> <li>• Pupils can use simple compass directions with increasing accuracy.</li> <li>• Pupils are recognising landmarks with increased accuracy.</li> <li>• Pupils are beginning to devise a simple map.</li> </ul>

Year 1	Greater depth
<p><b>Locational Knowledge</b> The UK and local area The world and continents</p>	<ul style="list-style-type: none"> <li>• Pupils can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place knowledge of continents to describe the location of the habitat of a significant animal.)</li> <li>• Pupils know about the <b>local area</b>, and name and locate key landmarks. (E.g. Create a vocabulary list of the human and physical features of the local area. Describe these features and locate them on a map using images or drawings.)</li> <li>• Pupils can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. (E.g. Using information about food from different parts of the UK, create a map showing where regional foods come from. Prepare a 'Great British Picnic' using these foods.)</li> </ul>
<p><b>Place Knowledge</b> Understanding places and connections</p>	<ul style="list-style-type: none"> <li>• Pupils can describe the <b>physical and human geography</b> of a distant place. Pupils can describe their locality and how it is different and similar to the distant place. (E.g. Complete a travel document to visit a place they have studied; work with a peer in a role-play to explain why they wish to visit this place, mentioning its physical and human characteristics.)</li> <li>• Pupils can make observations about, and describe, the <b>local area</b> and its <b>physical and human geography</b>. (E.g. Make the first page of a 'World Wonders' book with reasons why their local area is wonderful. Use different colours to identify its physical and human characteristics.)</li> </ul>
<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>• Pupils can identify seasonal and daily weather patterns in the United Kingdom. Pupils can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. (E.g. Prepare some questions about the weather to ask a person who lives in one of the capital cities of the UK. Use a webcam or a weather forecast to answer these questions. Make comparisons with the weather in your area.)</li> <li>• Pupils can recognise a natural environment and describe it using key vocabulary. (E.g. Make a place in a box that shows the habitat of an animal. It should label several aspects of the environment including the landscape, food, weather.)</li> <li>• Pupils can identify a range of human environments, such as the <b>local area</b> and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary. (E.g. From a number of world cities from different continents, identify key features of a city from images or a video using a geography bingo card. Using two of the cities, draw two differences and two similarities to the area in which you live.)</li> </ul>
<p><b>Geographical Skills and Fieldwork</b> Field work and investigation Map and atlas work</p>	<ul style="list-style-type: none"> <li>• Pupils can use a world map, atlas or globe to name and locate the seven continents and five oceans. Pupils can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. (E.g. Locate the continents where different animals live on a blank base map of the world using an atlas.)</li> <li>• Pupils can describe a journey on a map of the <b>local area</b> using simple compass directions and locational and directional language. (E.g. After a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick.)</li> <li>• Pupils can use aerial photos to identify physical and human features of a locality.</li> <li>• Pupils can draw a simple map with a basic key of places showing landmarks. (E.g. Create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor.)</li> <li>• Pupils can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data.</li> <li>• Pupils can locate features of the school grounds on a base map. (E.g. Go into the playground to observe the weather and record this, building up a table of information to be discussed and described.)</li> </ul>