

| <h1 style="text-align: center;">Geography</h1> <p style="text-align: center;">Maps, Travel & Location</p> | | | | | | Linking Documents English – Reading/writing Computing – Tablets & Computers Science – Forces Communities | | |
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| | Informal Pathway P-Levels 1-3 0-11 Months Developmental Stage | Semi-Formal Pathway | | | Formal 1 Pathway | | Formal 2 Pathway | |
| | | P-Levels 4-5 8-20 Months 16-26 Months | P-Levels 5-6 22-36 Months FS1 | P-Levels 6-8 FS2 ELG's | NC Year 1 | NC Year 2 End of KS1 | NC Year 3&4 | Year 5&6 End of KS2 |
| End Points | By the End of the Informal Pathway Pupil's should be able to; Explore their immediate environment and begins to recognise and remember familiar environments and some simple familiar routes related to routine. Summary statement taken from Development Matters Stage 1 | By the end of the Semi Formal Pathway Pupil's should be able to; <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Taken from Early Learning Goals – end of Foundation 2 expectations. | | | By the end of Formal 1 Pathway Pupils should be able to; <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans. Name, locate and identify characteristics of four countries and capital cities of the United Kingdom and its surrounding areas. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions. Taken from National Curriculum End of key stage 1 Expectations. | | By the end of Formal Pathway 2 should be able to; <ul style="list-style-type: none"> Locate the world's countries and use maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and show how these have changed over time. Identify hemisphere's, equator, poles and time zones. Understand similarities and differences between the UK, a region of Europe and a region within North or South America. Taken from National Curriculum End of Key Stage 2 Expectations. | |
| I can... | Begins to recognise familiar places. Show awareness of inside and outside. Show a response to familiar places, rooms or people. Show anticipation of a familiar environment. Indicate the direction of a place I wish to go to. | Draw attention to signs and symbols in the environment. Notice changes in a familiar room. Recognise some specific points on a familiar route. Begin to move a car along a road map. With assistance matches picture to picture. | Gives some meaning to environmental text, signs or symbols. Matches objects to picture. Knows how to get from class to the toilet. Moves a car along a road map. Is able to move around the school with adult support. | Recognise words or symbols in the environment. Names some buildings. Knows the ways that people can travel. Recognise different vehicles. Names familiar objects in; street, car & classroom. Responds to | Discuss all modes of transport. Identify local methods of transport. Knows the direction to get home from local familiar places. Moves forwards / backwards on command. | Name countries of the UK. Locate the UK on various maps. Identify water features on a map. Identify sea & Land on a globe. Follow a route around school. Follow a simple map | Describe different physical features of an area. Use an index to locate places on an atlas/map book. Describe a route using a map. Make real and imaginary maps. Use symbols and a key on maps. | Locate specific details on a map. Describe features along a route. Locate and name the countries and capital cities of Europe. Use 6 figure grid reference on a map. Find out information about a place by |

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| <p>Recognise a familiar route.</p> <p>Show some awareness in change of routine.</p> <p>Show awareness of entrance/exit/door/gate.</p> <p>Show anticipation on a familiar journey.</p> <p>Briefly look around a new environment.</p> <p>Move from place to place with support.</p> <p>Can track moving objects, pictures and lights.</p> <p>Tolerates coactive exploration with an adult.</p> <p>Looks around an environment, visually scanning for items of interest.</p> <p>Develop an awareness of object permanence.</p> | <p>Closely observes what animals, people and vehicles do.</p> <p>Can interact with a touch screen with adult support.</p> <p>Remembers where objects belong.</p> <p>Can press buttons on a technological device to show awareness of cause and effect.</p> <p>Recognises familiar places.</p> <p>Responds to a range of familiar sounds.</p> <p>Is able to explore their immediate environment.</p> | <p>Recognises photos of familiar people or places.</p> <p>Is able to achieve an effect by using touch screen.</p> <p>Knows to wait once a button has been pressed.</p> <p>Is able to look at a screen and wait for a sound/effect once a button has been pressed.</p> <p>Remembers where classroom equipment is located and puts objects away.</p> <p>Enjoys playing with small world models e.g. farm, train track etc.</p> <p>In pretend play can imitate actions from their own cultural background.</p> <p>Notices detailed features of objects in their environment.</p> | <p>movement terms; go, stop, fast, slow etc.</p> <p>Place objects where asked; on, under, in, out.</p> <p>Knows what some shops sell.</p> <p>Moves about the room and building confidently.</p> <p>Makes pictures of places they are familiar with.</p> <p>Moves through a simple maze either physically or on the computer.</p> <p>Recognises differences between buildings.</p> <p>Discusses familiar routes.</p> <p>Look at an Atlas or Globe with an adult.</p> <p>Knows information can be retrieved from computers.</p> <p>Knows how to turn a Sat Nav or equivalent on/off.</p> | <p>Uses and reads labels around school.</p> <p>Follows direction around class and school.</p> <p>Uses terms left & right.</p> <p>Shows awareness of North, South, East & West.</p> <p>Names local places.</p> <p>Knows where they live; town, street & house number.</p> <p>Knows the country they live in.</p> <p>Marks some features on a simple map.</p> <p>Identifies the purpose of some local buildings.</p> <p>Identify likes and dislikes of a place.</p> <p>Use a simple atlas.</p> <p>Identify how to use a pedestrian crossing.</p> <p>Explain what the traffic light colours mean for pedestrians.</p> <p>Start up and shut down a digital</p> | <p>route in a familiar area.</p> <p>Draw a map of a journey they do frequently.</p> <p>Understand the meaning of each line of the address.</p> <p>Use 4 points of the compass.</p> <p>Identify North.</p> <p>Ask questions.</p> <p>Aware that adults do a range of jobs.</p> <p>Identify services in the local area e.g. doctors, police etc.</p> <p>Know the purposes of different shops.</p> <p>Discuss long and short journeys.</p> <p>Compare photos of different places.</p> <p>Can identify parts of the road e.g. path, kerb etc.</p> <p>Explain what the traffic lights mean for pedestrian and drivers.</p> <p>Identify electronic devices to help with route planning/directions.</p> | <p>Use 8 points on the compass.</p> <p>Identify the main roads & rail links in their local area.</p> <p>Name 4 main European countries and their capitals.</p> <p>Name and place cities in the UK.</p> <p>Use an atlas to locate places in the news.</p> <p>Locate home on a street map.</p> <p>Use headings to help to locate information.</p> <p>Identify roads, woods, water and railways on a map.</p> <p>Identify the main mountains and rivers in the UK.</p> <p>Identify the continents and oceans of the world.</p> <p>Locate a variety of familiar places on a map.</p> <p>Explain how different forms of transport are used and which would be the best for the journey.</p> | <p>looking at a map.</p> <p>Uses geographical language.</p> <p>Can explain how to stay safe when travelling.</p> <p>Demonstrate how to use Google maps to plan a journey.</p> <p>Input an address into a SAT NAV to plan a route.</p> <p>Measures the distances between two points on a map.</p> |
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| | | | | | device e.g. Sat Nav. | | Can list the main parts of the green cross code. Demonstrate how to use a digital device / internet to help with a journey. | |
| Geography <i>Physical, Environmental & Weather</i> | | | | | | | Linking Documents <i>Science – Materials & Forces DT – Manipulating Materials</i> | |
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| | Informal Pathway <i>P-Levels 1-3 0-11 Months Developmental Stage</i> | Semi-Formal Pathway | | | Formal 1 Pathway | | Formal 2 Pathway | |
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| Pathway End Points | <p>By the End of the Informal Pathway Pupil's should be able to;</p> <p>Summary statement taken from Development Matters Stage 1</p> | <p>By the end of the Semi Formal Pathway Pupil's should be able to;</p> <ul style="list-style-type: none"> 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. Understand some important processes and changes in the natural world around them, including the seasons. <p>Taken from Early Learning Goals – end of Foundation 2 expectations.</p> | | | <p>By the end of Formal 1 Pathway Pupils should be able to;</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. 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 shop. <p>Taken from National Curriculum End of key stage 1 Expectations.</p> | | <p>By the end of Formal Pathway 2 should be able to;</p> <ul style="list-style-type: none"> Describe and understand key aspects of; <ul style="list-style-type: none"> 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 <p>Taken from National Curriculum End of Key Stage 2 Expectations.</p> | |
| I can... | <p>Pour water from a container.</p> <p>Play with water</p> <p>Handles natural materials.</p> <p>Shows some awareness of rain or sunshine.</p> | <p>Notice and draw attention to things outside e.g. rain / flowers/ aeroplane.</p> <p>Begin to pour from one container to another.</p> <p>Repeat actions for an effect.</p> <p>Show awareness of the sun.</p> | <p>Observes the weather.</p> <p>Notices changes in their environment.</p> <p>Notices and begins to comment on changes/effects outside e.g. trees, seasons.</p> | <p>Shows some awareness of the appropriateness of clothing for the weather.</p> <p>Observes and comments on the effects of water changes e.g. ice melting, freezing.</p> <p>Observes the effect of wind on seed</p> | <p>Aware that people have an effect on their environment e.g. litter.</p> <p>Knows that wood comes from trees.</p> <p>Knows that wool comes from sheep.</p> <p>Knows that food comes from plants and animals.</p> | <p>Describe weather conditions and its effects.</p> <p>Know that water can occur in different states.</p> <p>Know how materials are obtained e.g. fishing, quarrying etc.</p> | <p>Recognise basic weather symbols</p> <p>Describe conditions in polar regions.</p> <p>Describe conditions in a rainforest.</p> <p>Describe conditions in a desert.</p> <p>Identify parts of the water cycle.</p> | <p>Compare weather charts of places in the UK.</p> <p>Compare climates around the world.</p> <p>Relate the location of volcanos and earthquakes – relates to tectonic plates.</p> |

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| <p>Respond to light patterns by tracking or moving my head.</p> <p>Hears and sometimes responds to a range of environmental sounds.</p> <p>Handle a range of textures from my environment.</p> <p>Respond to a range of textures.</p> <p>Sometimes respond to different colours in the environment.</p> <p>Reacts to abrupt change.</p> | <p>Show awareness in the changes in the weather.</p> <p>Use some equipment appropriately e.g. putting rubbish in a bin.</p> <p>Notices changes in temperature, sound or light.</p> <p>Shows awareness of cause and effect.</p> | <p>Notices and begins to comment on sounds outside.</p> <p>Recognise rain, puddles and ice.</p> <p>Learns about similarities and differences of themselves and familiar objects.</p> <p>Is able to change materials by adding water or pressure.</p> | <p>Pods, buildings and nature.</p> <p>Use appropriate language to describe the weather.</p> <p>Comments on what they have and can see in the environment.</p> <p>Identifies the difference between winter and summer.</p> <p>Shows awareness of how wind can move things.</p> <p>Can use & understand comparative language hot/cold, wet/dry etc.</p> <p>Shows care and concerns for their environment.</p> <p>Demonstrates understanding of the natural world e.g. leaves fall from trees.</p> | <p>Recognise and comment on seasonal changes.</p> <p>Recognise rocks, soils and sand in their natural environment.</p> <p>Recognise volcanos and some features.</p> <p>Identify emergency items people may need in the event of an earth quake/natural disaster.</p> <p>Begin to identify renewable sources of energy.</p> <p>Begin to explain how flooding may happen.</p> | <p>Identify recycling schemes.</p> <p>Identify sources of waste.</p> <p>Identify sources of power in school.</p> <p>Begin to identify reasons for climate change.</p> <p>Describe the problems and benefits of renewable energy.</p> <p>Understand that people and communities may need help after a natural disaster.</p> <p>Explain the impact of different natural disasters on people.</p> <p>Describe how a river forms.</p> <p>Explain the impact of flooding on a community.</p> | <p>Identify how weather impacts on human activity.</p> <p>Identify hot & cold places on the globe.</p> <p>Describe how a local environment may be improved.</p> <p>Understands that changes take place in most environments.</p> <p>Identify ways of reducing waste in school and the local environment.</p> <p>Identify ways of reducing power in school.</p> <p>Take temperature readings.</p> <p>Describe a volcano and its effects.</p> <p>Describe the effects of earthquakes.</p> <p>Describe erosion.</p> <p>Identify the effects of wind on features.</p> | <p>Identify the causes and effects of natural hazards.</p> <p>Identify sources of pollution and describe how they can be tackled.</p> <p>Describe the impact of climate change and make suggestions to improve it.</p> <p>Uses geographical language to describe weather, climate and nature.</p> <p>Identify damage caused by humans.</p> <p>Recognise sustainable developments.</p> |
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