

Development Matters EYF5	<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p><u>Reception</u></p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. <p><u>Early Learning Goal</u></p> <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. • 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.
National Curriculum	<p><u>Key stage 1</u> 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 and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p><u>Key stage 2</u> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>
As an geographer, I will explore the key concepts of...	<p>PLACE- As a geographer, I explore and know about different places, people, resources and environments.</p> <p>SPACE and SCALE - As a geographer, I can locate different places in relation to one another. I can find places on maps and globes.</p> <p>GEOGRAPHICAL ENQUIRY- As a geographer, I investigate how humans and physical geography change and impact on one another.</p>

Airedale Infant and Junior School
Threshold Concepts Attainment Map in Geography

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Place and Environment</u>	<p>I can recall where I live</p> <p>I can name different places I have been</p> <p>I can talk about different places other than Castleford</p>	<p>I can name my home town</p> <p>I can name the country I live in and talk about different countries in the world</p> <p>I can talk about how environments can be different to the one they live in, for example a desert is hot and dry.</p>	<p>Understand the difference between physical and human features of a local environment</p> <p>Use simple geographical terms to name physical and human features of a local environment</p> <p>Talk about what I like and dislike in the local environment</p>	<p>Use simple geographical terms to describe physical and human features of a local environment</p> <p>Express thoughts and views about a locality</p> <p>Talk about how people can affect the environment they live in</p> <p>Talk about and describe a contrasting locality to the UK</p>	<p>Sort, group and compare physical and human features in the local environment.</p> <p>Compare and contrast localities in the UK.</p> <p>Give reasons for thoughts and views about a locality.</p> <p>Identify simple geographical patterns within the local environment.</p>	<p>Identify physical and human features within a location and how they have changed over time. (Whitby)</p> <p>Describe and compare contrasting locations within and beyond the UK. (Europe)</p> <p>Suggest reasons for the location of towns and settlements in a particular place, e.g. next to a river, on a hilltop. (Whitby)</p> <p>Identify a range of simple physical and human processes, e.g. coastal processes, land use (Whitby)</p> <p>Describe and compare patterns and changes e.g. hotels on a sea-front. (Whitby)</p>	<p>Identify physical and human features that have contributed towards the change and development of a locality. (Rivers)</p> <p>Talk about and describe a range of countries around the world. (Rainforests)</p> <p>Talk about the way in which the physical location of a place can determine the growth of a settlement or industry. (Rivers)</p> <p>Recognise and describe a wide range of geographical patterns.</p>	<p>Suggest ways in which a location's physical and human features might develop and change in the future, based on factual information.</p> <p>Talk about and compare a wide range of locations, countries, and continents around the world.</p> <p>Identify a range of human processes, e.g. distribution of natural resources including energy, food, minerals and water.</p> <p>Compare and contrast an increasing range of geographical patterns</p>
<u>Threshold Concept</u>	<p>I can recall where I live</p>	<p>I can name the country I live in and talk about different countries in the world</p>	<p>Understand the difference between physical and human features of a local environment</p>	<p>Use simple geographical terms to describe physical and human features of a local environment</p>	<p>Sort, group and compare physical and human features in the local environment.</p>	<p>Identify physical and human features within a location and how they have changed over time. (Whitby)</p>	<p>Identify physical and human features that have contributed towards the change and development of a locality. (Rivers)</p>	<p>Suggest ways in which a location's physical and human features might develop and change in the future, based on factual information.</p>

Airedale Infant and Junior School
Threshold Concepts Attainment Map in Geography

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Scale</u>		<p>I can follow a map.</p> <p>I can draw a map.</p> <p>I can draw a map of a journey.</p>	<p>Use world maps, atlases and globes to identify the UK and it's countries</p> <p>Name and locate the 4 countries of the UK and the surrounding seas</p>	<p>Use world maps, atlases and globes to identify name and locate countries, continents and oceans.</p> <p>Identify simple geographical features on a large scale map.</p> <p>Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc.</p> <p>Compare and contrast the world's seven continents and five oceans.</p> <p>Identify and locate some physical processes, e.g. volcanoes, tectonic plates</p>	<p>Use world maps, atlases and globes and digital/computer mapping to locate towns/cities in the UK and Europe.</p> <p>Identify the Northern and Southern Hemispheres. and the Arctic and Antarctic Circles.</p>	<p>Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Identify the Equator, and the Tropics of Cancer and Capricorn. (Rainforests)</p> <p>Identify and describe the range of biomes across the world using digital mapping.</p>	<p>Use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Identify the position and significance of latitude and longitude and the Prime/ Greenwich Meridian and time using digital mapping programmes. (Africa)</p> <p>Use digital/ computer mapping to explore and question thematic maps such as population density.</p>
<u>Threshold Concept</u>		<p>I can follow a map.</p>	<p>Use world maps, atlases and globes to identify the UK and it's countries</p>	<p>Use world maps, atlases and globes to identify name and locate countries, continents and oceans.</p>	<p>Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc.</p>	<p>Identify the Northern and Southern Hemispheres. and the Arctic and Antarctic Circles.</p>	<p>Identify the Equator, and the Tropics of Cancer and Capricorn. (Rainforests)</p>	<p>Identify the position and significance of latitude and longitude and the Prime/ Greenwich Meridian and time using digital mapping programmes. (Africa)</p>

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Space</u>	<p>I can follow instructions by listening to positional words</p> <p>I can talk about a route I know well</p> <p>I can use key words to describe routes and locations</p>	<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>	<p>Use left, right, forward and back to describe the location of features and routes on a map</p> <p>Talk about different ways to travel e.g. on foot, by car, train, bus</p>	<p>Create a simple map of a familiar location using symbols and a simple key</p> <p>Use simple compass directions, N, S, E, W</p>	<p>Create a simple map of a familiar location using symbols and a simple key to represent landmarks.</p> <p>Use the 8 points of the compass to describe the location of features and routes on a map.</p>	<p>Plan and follow a route using an Ordnance Survey map. (Whitby)</p> <p>Create sketch maps of a place visited during fieldwork. (Whitby)</p>	<p>Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing.</p> <p>Identify and describe the links and relationships that connect localities both within and beyond the UK. (Rivers)</p>	<p>Create maps of the local environment and beyond using different scales and six-figure grid referencing.</p> <p>Create thematic maps which show patterns and trends across the world.</p>
<u>Threshold Concept</u>	<p>I can use key words to describe routes and locations</p>	<p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>	<p>Use left, right, forward and back to describe the location of features and routes on a map</p>	<p>Use simple compass directions, N, S, E, W</p>	<p>Use the 8 points of the compass to describe the location of features and routes on a map.</p>	<p>Plan and follow a route using an Ordnance Survey map. (Whitby)</p>	<p>Create maps of the local environment and beyond using conventional symbols, a key and four-figure grid referencing.</p>	<p>Create thematic maps which show patterns and trends across the world.</p>

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Geographical Enquiry</u>	I can talk about what I can see in a photograph	I can talk about what I observe. I can ask questions.	Use photos, pictures and aerial maps to identify landmarks and human/ physical features of a local environment.	Use photos and street plans to identify landmarks and human/ physical features of a local environment Carry out a small local survey, identify human and physical features in the local area.	Use maps and simple street plans to locate places and features in the locality and further afield. Carry out a small local survey, e.g. traffic, litter, land use, and draw conclusions from the data. Talk about and describe how people try to improve and sustain their environment and give reasons for local environmental issues (Town Planners)	Take part in simple fieldwork using simple equipment, e.g. compass, map, camera etc. (Whitby) Present findings and statistical information using bar charts and annotated maps. (Whitby) Use a range of sources of evidence to support environmental issues. (Europe)	Respond to challenging geographical questions by planning a range of tasks in order to find the answers (Rivers) Use primary (first hand experience) and secondary (research) sources to find information about a range of localities. (Rainforests) Present findings and statistical information in a range of different ways e.g. line graphs and pie charts. (Rivers) Talk about, describe and explain reasons for global environmental issues including humans actions. (Rainforests)	Ask their own challenging geographical questions and plan ways to find the answers (Plastic) Present findings ensuring that they make accurate reference to the evidence presented. (Plastic) Talk about and describe the ways in which groups try to manage an environment's sustainability. (Plastic Pollution) Describe how decisions made about places and environments can impact on the lives of the people who live there. (Plastic Pollution)
<u>Threshold Concept</u>	I can talk about what I can see in a photograph	I can talk about what I observe.	Use photos, pictures and aerial maps to identify landmarks and human/ physical features of a local environment.	Carry out a small local survey, identify human and physical features in the local area.	Carry out a small local survey, e.g. traffic, litter, land use, and draw conclusions from the data.	Take part in simple fieldwork using simple equipment, e.g. compass, map, camera etc. (Whitby)	Respond to challenging geographical questions by planning a range of tasks in order to find the answers (Rivers)	Ask their own challenging geographical questions and plan ways to find the answers (Plastic)

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Key Vocabulary	Winter, Spring, Summer, Autumn, season, snow, sun, cloudy, rain, sleet, frost, ice, fog, similar, different, weather, hot, cold, day night, in front, behind, next to, on top, under, positional language, map, Castleford, town, park, church, farm, library, shops, house, school, , nursery, England, country, world, countryside, seaside, city	Winter, Spring, Summer, Autumn, snow, sun, cloudy, rain, sleet, frost, ice, fog, similar, different, months of the year, weather, hot, cold, time, season, similar, different, in front, behind, next to, on top, under, positional language, map, Castleford, Airedale, , town, park, farm, church, library, shops, house, school, path, gate, walk, turn, England, country, world, road, hot, sea, land, countryside	City, town, village, factory, farm, house, shop, road, beach, cliff, coast, forest, hill, river, soil, valley, weather, island, world, country, Britain, United Kingdom, England, Scotland, Wales, Northern Ireland, map, atlas, globe, capital city, human features, physical features, flag	Port, harbour, office, mountain, sea, North Sea, English channel, Irish sea, ocean, pacific ocean, Atlantic ocean, arctic ocean, Indian ocean, southern ocean, vegetation, season, continent, world, Europe, Asia, Africa, Australia, north America, south America , Antarctica, equator, north, south, east, west, compass points, key, landmarks, routes, human features, physical features, climate	Human features, physical features, north pole, south pole, equator, tropic of cancer, tropic of Capricorn, climate, location, locality, north east, north west, south east, south west, core, crust, mantle, magma, lava, main vent, secondary vent, crater, volcano, ash cloud, tectonic plates, tectonic boundaries, subduction, divergent plates, convergent plates, ordnance survey, pollution, digital mapping, overlay,	Urban, rural, coast, coastal, industrial, agricultural, countryside, tourism, population, landmarks, county, land use, economy, Europe, Northern hemisphere, southern hemisphere, survey, air pollution, sustainability, energy,	Estuary, mouth, meander, upper course, lower course, delta, tributary, source, rainforest, biome, temperate, tropical, boreal, deciduous, coniferous, canopy layer, emergent layer, understory, forest floor, deforestation, humid, water cycle, precipitation, erosion, deposition, biodiversity, vegetation	Migration, population density, trade, thematic, natural resources, longitude, latitude, renewable, conservation, region, economy, corruption, politics, proximity, stability, underdeveloped, tribe, plastic pollution, endangered, nanoplastic, toxins, microplastics, endangered, wildlife, toxic, waste,