

The four progress objectives are:

1. *Generating Ideas: The skills of developing ideas*
2. *Practical: The skills of practical*
3. *Evaluating: The skills of judgement and evaluation*
4. *Knowledge & Understanding: Acquiring and applying knowledge to inform progress*

EYFS	Knowledge	Skills - Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
	<p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Children use everyday language to talk about position and distance.</p>	<p>Specific teaching sequence for geography using Rosenshine’s principles in action:</p> <ul style="list-style-type: none"> - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of skill - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary - Independent practise: children 	<p>Featherstone</p> <p>England</p> <p>different, similar, pattern, change</p> <p>behind, next to, position</p>	<p>Locational knowledge</p>	<ul style="list-style-type: none"> • They talk about the features of their own immediate environment and how environments might vary from one another. • Children know about similarities and differences in relation to places, objects, materials and living things. • Children use their positional language to describe where objects are in relation to one another. 	<ul style="list-style-type: none"> • Children can discuss with each other or with an adult about their own environments and how they could be different to another. • Children can discuss with each other or an adult how places, living things, materials and objects are similar and different using their acquired geographical language. • Children can use their geographical language skills to talk about position and distance.
			<p>From observations children will use the language whilst in the local community: house/tree/bus stop/path/road/shop/field /train track/church/sand/grass</p> <p>different, similar, pattern, change</p>	<p>Place knowledge</p>	<ul style="list-style-type: none"> • Children will be able to say where they live and where their school is. • They will know that they live in the country England. • Use appropriate geographical vocabulary related to the topic (see vocabulary box). 	
			<p>Human and physical geography</p> <p>Fieldwork skills</p>	<ul style="list-style-type: none"> • Investigate their surroundings and discussing what they can see. <ul style="list-style-type: none"> - Community walks 		

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	<p>To be able to contribute to making a whole class map based on a shared experience.</p> <p>Children use everyday language to talk about position and distance.</p>	<p>further develop the new skill -Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary</p>	<p>Map position, behind, next to</p>	<p>Map skills</p>	<ul style="list-style-type: none"> • They talk about the features of their own immediate environment and how environments might vary from one another. -photographs -videos -walks in the community • Children use their positional language to describe where objects are in relation to one another. 	<ul style="list-style-type: none"> • Children can, with support, create a class map of an experience they have had whilst in school. • Children can use their geographical language skills to talk about position and distance.
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Key Skills in the Early Years

Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics	Understanding of the world	Expressive arts and design
<p>Making relationships</p> <p>Play cooperatively, taking turns.</p> <p>Listen to the ideas of others.</p> <p>Show sensitivity to others.</p> <p>Form positive relationships.</p> <p>Self-confidence and self-awareness</p> <p>Try new activities with confidence.</p> <p>Speak to others.</p> <p>Ask for help.</p> <p>Managing feelings and behaviour</p> <p>Talk about feelings.</p> <p>Talk about behaviour.</p> <p>Describe behaviour that is wrong.</p> <p>Work as part of a group or class.</p> <p>Follow rules.</p> <p>Adapt behaviour for the situation.</p> <p>Accept changes to routine.</p>	<p>Listening and attention</p> <p>Listen attentively.</p> <p>Anticipate key events.</p> <p>Make relevant responses.</p> <p>Give attention to others.</p> <p>Understanding</p> <p>Follow instructions.</p> <p>Answer 'how' and 'why' questions about events.</p> <p>Speaking</p> <p>Can express ideas to an audience.</p> <p>Describe events in the past, present and future.</p> <p>Develop narratives and explanations.</p>	<p>Moving and handling</p> <p>Show good coordination (large and small scale).</p> <p>Move confidently.</p> <p>Negotiate space.</p> <p>Handle equipment and tools.</p> <p>Health and self-care</p> <p>Understand the importance of exercise and diet for good health.</p> <p>Talk about ways to keep healthy and safe.</p> <p>Dress independently.</p> <p>Wash independently.</p> <p>Go to the toilet independently.</p>	<p>Reading</p> <p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words.</p> <p>Read some common, irregular words.</p> <p>Demonstrate to others an understanding of reading.</p> <p>Writing</p> <p>Use phonic knowledge to write words.</p> <p>Write some irregular common words.</p> <p>Write simple sentences.</p> <p>Spell some words correctly.</p> <p>Spell some words in a phonetically plausible way.</p>	<p>Numbers</p> <p>Count reliably with numbers from 1 to 20.</p> <p>Place numbers from 1 to 20 in order.</p> <p>Represent numbers.</p> <p>Add and subtract.</p> <p>Solve problems.</p> <p>Shape, space and measure</p> <p>Use measurements.</p> <p>Recognise, create and describe patterns.</p> <p>Describe objects and shapes.</p>	<p>People and communities</p> <p>Talk about past and present events.</p> <p>Show sensitivity to the likes and dislikes of others.</p> <p>Know the similarities and differences between themselves and others.</p> <p>The world</p> <p>Learn in familiar places.</p> <p>Observe and describe environments.</p> <p>Technology</p> <p>Recognise the uses of technology.</p> <p>Use technology for a purpose.</p>	<p>Exploring and using media and materials</p> <p>Sing songs.</p> <p>Make music.</p> <p>Dance.</p> <p>Use tools and materials safely.</p> <p>Being imaginative</p> <p>Use media and materials imaginatively.</p> <p>Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories.</p>

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Speaking

	22–36 months	30–50 months	40–60+ months
Can express ideas to an audience	<ul style="list-style-type: none"> Use language as a powerful means of widening contacts and sharing feelings, experiences and thoughts. 	<ul style="list-style-type: none"> Use intonation, rhythm and phrasing to make the meaning clear to others. Use vocabulary focused on objects and people that are of particular importance to them. 	<ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
Describe events in the past, present and future	<ul style="list-style-type: none"> Learn new words very rapidly and use them when communicating. Use gestures, sometimes with limited talk. 	<ul style="list-style-type: none"> Can retell a simple past event in the correct order. Use talk to connect ideas, explain what is happening, anticipate what might happen next and recall and relive past experiences. 	<ul style="list-style-type: none"> Use language to imagine and recreate roles and experiences in play situations.
Develop narratives and explanations	<ul style="list-style-type: none"> Hold a conversation, jumping from topic to topic. Use a variety of questions. Use simple sentences. Begin to use word endings. 	<ul style="list-style-type: none"> Begin to use more complex sentences to link thoughts. Question why things happen and give explanations. Use a range of tenses. Build up vocabulary that reflects the breadth of their experiences. Use talk in pretending that objects stand for something else in play. 	<ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Link statements and stick to a main theme or intention. Introduce a storyline or narrative into their play.

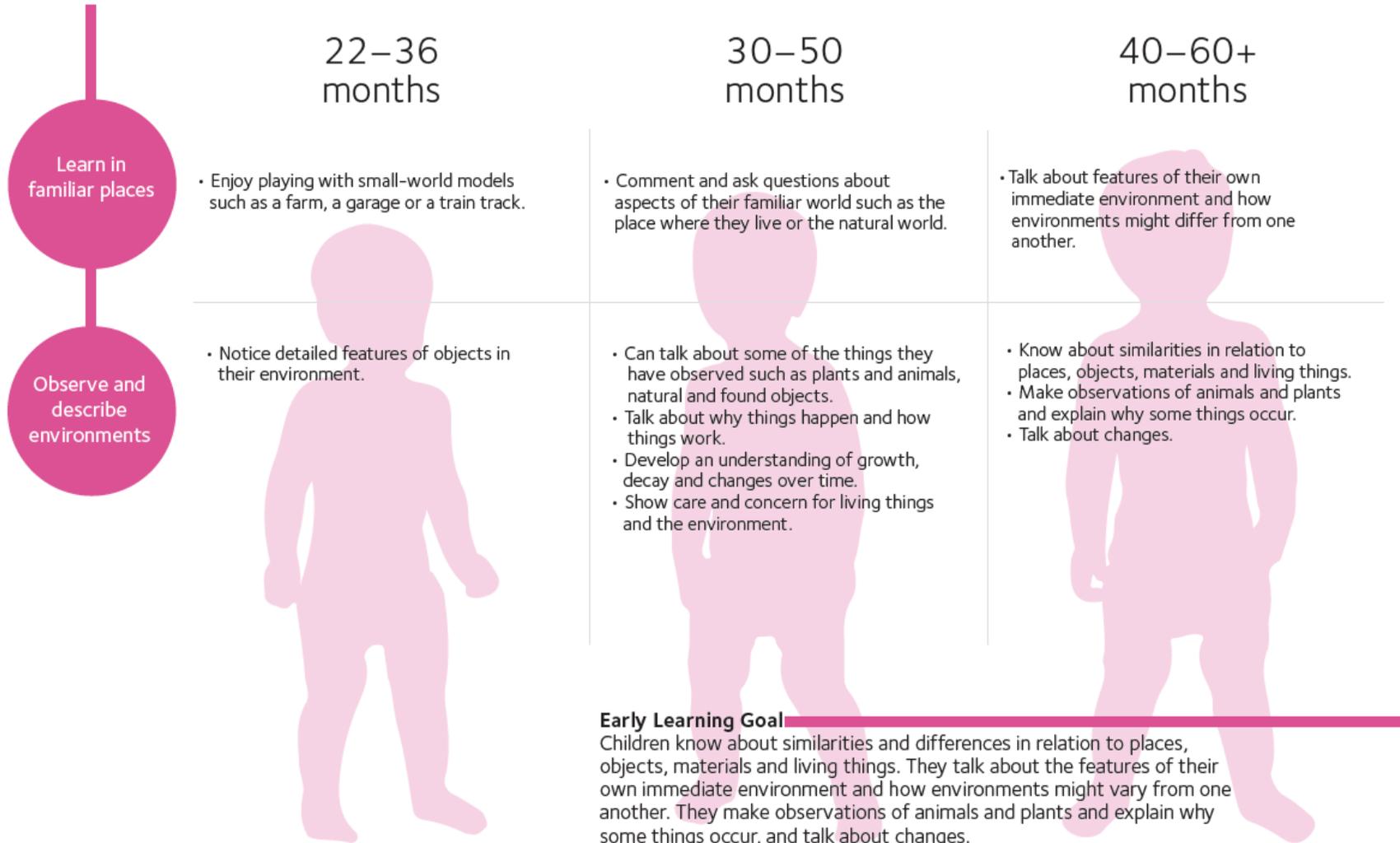
Early Learning Goal

Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

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The world



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Year 1	Knowledge	Skills - Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
	<p>Identify and describe where places are in the UK.</p> <p>To be able to identify hot and cold parts of the world.</p>	<p>Specific teaching sequence for geography using Rosenshine's principles in action:</p> <ul style="list-style-type: none"> - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of skill - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary 	<p>Featherstone, England, hot, cold, similar, different, United Kingdom, human, physical, North Sea, Irish Sea, Scotland, Wales, Northern Ireland, London, Belfast, Cardiff, Edinburgh</p>	<p>Locational knowledge</p>	<ul style="list-style-type: none"> • Learn the name of countries within the United Kingdom. • Learn names of cities and surrounding seas in the United Kingdom. • Begin to match boundaries, e.g. find the same boundary of a country on different scale maps of the UK. • Begin to spatially match places e.g. recognise UK on a small scale and larger scale map. 	<ul style="list-style-type: none"> • Children can look at a map of the UK and talk about where different countries are. • Children can look at a map and tell each other, or an adult, where the hot and cold parts of the world are.
	<p>To be able to understand what is meant by human and physical features.</p>		<p>Compass, North, South, East and West, near, far, left and right United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, North Sea, Irish Sea, English Channel</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean,</p>	<p>Place knowledge</p> <p>Human and physical geography</p>	<ul style="list-style-type: none"> • Make simple comparisons between features of different places. • Use appropriate geographical vocabulary related to the topic (see vocabulary box). • Recognise human and physical features in the local area. • Recognise how places have become the way they are and how they continue to change. • Identify and describe what places are like. • Identify seasonal and daily weather patterns in the UK. 	<ul style="list-style-type: none"> • Children can recognise and discuss, with and adult, or with each other what human and physical features are using their acquired geographical language.

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		- Independent practise: children further develop the new skill -Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary	river, soil, valley, vegetation, season, weather City, town, village, factory, farm, house, office, port, harbour, shop			
	To be able to investigate their locality: school		house/tree/bus stop/path/road/shop/field /train track/church/sand/grass / school/busy/ quiet/ building/ playing field/ playground/ investigate	Fieldwork skills	<ul style="list-style-type: none"> Investigate their surroundings. Make observations about where things are e.g. around school and local area. Express their own views about places and the local area. Experience simple scale drawings of the local area. 	<ul style="list-style-type: none"> Children can observe their own locality (school) and discuss what they have found out. They can look at and discuss scale drawings.
	To be able to make and read a simple plan.		North, East, South, West, maps, plan, symbol, atlas, near, far, left, right, photographs	Map skills	<ul style="list-style-type: none"> Follow verbal directions including North, East, South and West. Have experience of maps and attempts to make own, real or imaginary. Use own symbols on imaginary maps. Use a plan view. Use an infant atlas to locate places. Use NF books, stories, maps, pictures, photos as sources of information. Follow a route on a map using directional language such as near/far, left/right Have experience of aerial photographs and try to identify known places with support. 	<ul style="list-style-type: none"> Children can look at and discuss, with an adult, or each other a simple plan then create their own in a group using their acquired geographical language. Children can look at and discuss, with an adult, or each other a map of the UK and identify countries, capital cities and surrounding seas.
	To be able to read a map of the UK to identify its countries, capital cities and surrounding seas.					
	To be able to follow a simple map of the local area with support.					

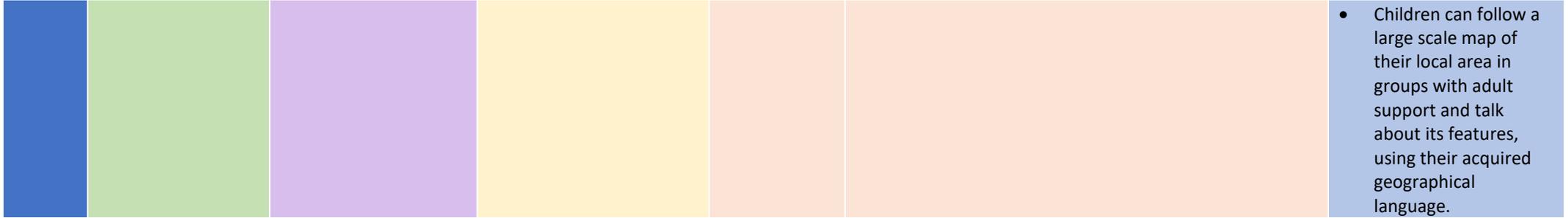
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Year	Knowledge	Skills - Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
2	Identify and describe where the seven continents are around the world.	Specific teaching sequence for geography using Rosenshine's principles in action: - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of skill - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary - Independent practise: children further develop the new skill -Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary	Featherstone, England, hot, cold, similar, different, United Kingdom, human, physical, North Sea, Irish Sea, Scotland, Wales, Northern Ireland, London, Belfast, Cardiff, Edinburgh	Locational knowledge	<ul style="list-style-type: none"> Name and locate the worlds' seven continents and five oceans. Learn names of cities and surrounding seas in the United Kingdom. Begin to match boundaries e.g. find the same boundary of a country on different scale maps, around the world. 	<ul style="list-style-type: none"> Children can look at a globe or map of the world and discuss, with an adult or each other, where the seven continents are. Children can look at a globe or map of the world and discuss, with an adult or each other, where the UKs countries and capital cities are.
	Identify and locate the UK's countries and capital cities.		Continent, Africa, Asia, North America, South America, Australia, Europe	Place knowledge	<ul style="list-style-type: none"> Make simple comparisons between features of different places. Recognise how places are linked to other places in the world. Compare and contrast a small area of the United Kingdom with a small area of a non-European country. 	
	To be able to understand and compare the human and physical features of the places that they study.		Continent, Europe, North America, South America, Asia, Africa, Australia, Antarctica, Atlantic ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean	Human and physical geography	<ul style="list-style-type: none"> Use appropriate geographical vocabulary related to the topic (see vocabulary box). Recognise human and physical features of non-European countries studied. Identify hot and cold areas of the world in relation to the equator and the North and South Poles. 	<ul style="list-style-type: none"> Children can discuss, with an adult, or each other, what human and physical features are and can identify and compare the features of the places they study, using their acquired geographical language.

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		City, town, village, factory, farm, house, office, port, harbour, shop			
To be able to investigate their line of enquiry: school and local grounds.		Featherstone, school, busy, quiet, building, playing field, playground, investigate Fieldwork, collect, record, observe	Fieldwork skills	<ul style="list-style-type: none"> • Begin to collect and record evidence with modelled support. • Use simple fieldwork and observational skills to study school and grounds. • Try to make a simple scale drawing. 	<ul style="list-style-type: none"> • Children can observe, collect and record evidence on a given format, about their locality (school) with modelled support. • Children can create, in groups, a simple scale drawing and talk about its features.
To be able to read a map of the UK to identify its countries, capital cities and surrounding seas.		North, East, South, West, maps, plan, symbol, atlas, near, far, left, right, photographs Aerial photograph, sketch map, locate, key	Map skills	<ul style="list-style-type: none"> • Follow a given route on a map using North, East, South and West. • Draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photo. • Use an infant atlas and globes to locate place. • Use large scale maps. • Use NF books, stories, maps, pictures, photos and internet as sources of information. • Follow a route on a map using directional language such as near/far, left/right and understand how to use a key. • Have experience of aerial photographs and try to identify known places. 	<ul style="list-style-type: none"> • Children can look at a globe or map of the world and discuss, with an adult or each other, where the UKs countries, capital cities and surrounding seas are. • Children can look at, and discuss a map/ atlas that shows the world's seven continents and five oceans.
To be able to read a map that shows the world's seven continents and five oceans.					
To be able to follow a simple map of the local area.					

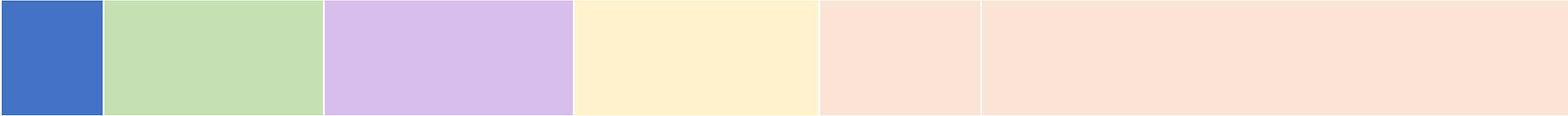
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- Children can physically follow a simple map of the area using their locational language.

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Year	Knowledge	Skills - Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
3	<p>Identify and describe where the seven continents are around the world.</p> <p>Identify and locate the UK's countries and capital cities.</p> <p>Study of human and physical geography of a region in Europe.</p>	<p>Specific teaching sequence for geography using Rosenshine's principles in action:</p> <ul style="list-style-type: none"> - Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions - Introduction of new learning and asking questions: introduction of skill - Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary - Independent practise: children further develop the new skill -Weekly review: draw back upon this learning when exploring other 	<p>The UK and Continents as taught in KS1.</p> <p>Vocabulary related to chosen European country.</p>	Locational knowledge	<ul style="list-style-type: none"> • Locate places on a larger scale map and identify where the equator, Northern and Southern Hemisphere and the countries that lie within them. 	<ul style="list-style-type: none"> • Children can • Children can describe where the seven continents are around the world using their previously taught and newly acquired geographical language. • Children can use maps to identify and locate the UK's countries and capital cities. • Children are able to study the human and physical geography of a region in Europe using maps and discussion using their geographical knowledge and vocabulary.
				Place knowledge	<ul style="list-style-type: none"> • Begin to identify significant places and environments. • Identify and describe where places are around the world. • Compare and contrast areas within the UK and a European country. 	

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<p>To be able to understand and apply their knowledge of human and physical features to a place of study, making connections between the features and their purpose.</p>	<p>skills and to revisit subject specific vocabulary</p>	<p>Types of settlement (rural, hamlet, dispersed, scattered, nucleated) Mountains (convergent boundary, fold mountains) Introduction to climate zones: Extreme environments hot, cold, rainforest, vast ice cover, dry, wet, desert</p>	<p>Human and physical geography</p>	<ul style="list-style-type: none"> • Use appropriate geographical vocabulary related to the topic. • Locate the human and physical characteristics of a given non UK country. • Recognise and describe key mountains around the world. • Identify and learn about volcanoes and earthquakes. 	<ul style="list-style-type: none"> • Children can understand and apply their knowledge of human and physical features to a place of study, making connections between the features and their purpose.
<p>To be able to investigate their line of enquiry by comparing places within their study.</p>		<p>Featherstone, school, busy, quiet, building, playing field, playground, investigate, fieldwork, collect, record, observe</p> <p>Analyse, draw conclusion, observe</p>	<p>Fieldwork skills</p>	<ul style="list-style-type: none"> • Begin to collect and record evidence. • Analyse evidence and draw conclusions, e.g. make comparisons with two locations using photos, pictures, temperatures and location. • Draw a sketch of a simple feature from an observation or photo. • Make a map of a short route experienced with features in the correct order. 	<ul style="list-style-type: none"> • Children can investigate and compare places they study by discussing the evidence they have collected.
<p>To be able to read a map of the UK's countries and cities.</p> <p>To be able to read a world map to locate the world's countries and understand the equator, northern</p>		<p>The UK and Continents as taught in KS1.</p> <p>China, Antarctica, Brazil, Sahara, Skara-Brae, equator, Northern Hemisphere, Southern Hemisphere, environment</p>	<p>Map skills</p>	<ul style="list-style-type: none"> • Use eight compass points to follow or give directions using a known route. • Use letters or number grid reference to locate features on a map. • Use a junior atlas to locate places and begin to look at OS maps. • Use large scale OS maps (approx. scale 1:1000) • Use atlases to find out about other features of places e.g. mountains. • Use NF books, stories, maps, pictures, photos and internet sources of information. 	<ul style="list-style-type: none"> • Children can independently read a map of the UK's countries and cities and can discuss using their previously taught and newly acquired geographical language.

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and southern hemisphere, Arctic and Antarctic Circle.

To be able to follow a simple map of the local area, highlighting their route.

- Follow a route on a larger scale map.
- Begin to use maps sites on the internet, e.g. Google.
- Have experiences of aerial photographs and identify known places.

- Children can independently read a world map to locate the world's countries and can discuss using their previously taught and newly acquired geographical language.
- Children can independently or within a group follow a simple map of their local area and highlight their route.