



Geography

Key skills and knowledge by unit

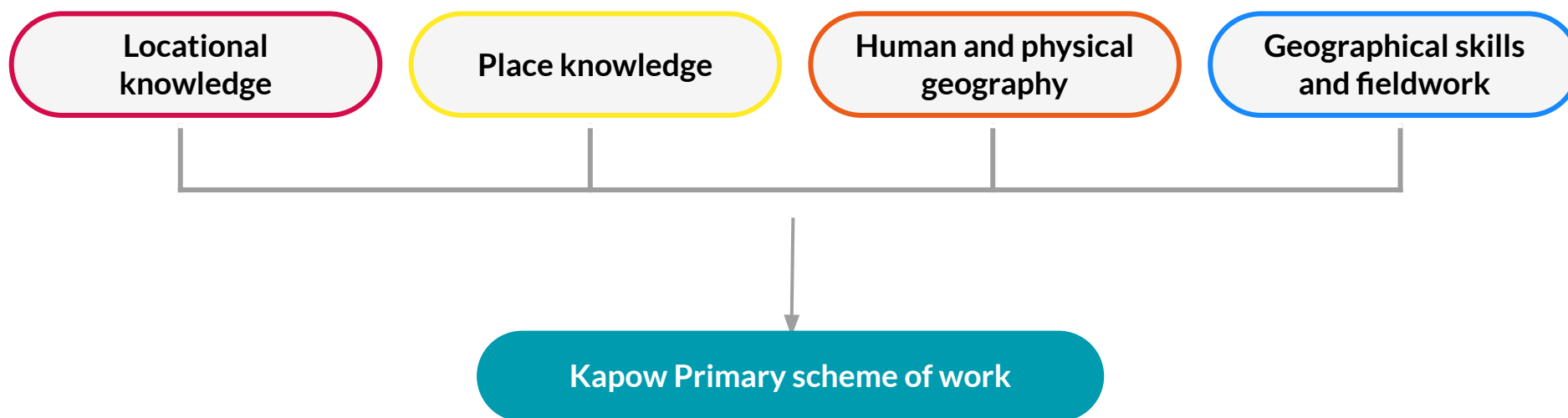
Mixed-age

Introduction

This document is for those school following our [Geography: Long-term plan – mixed-age](#) and links to our [Geography: Progression of knowledge and skills – mixed-age](#).

It shows which units from EYFS: Reception, Year 1/2, Year 3/4, and Year 5/6 focus on developing each of the skills or knowledge statements. This document was created on 18.04.24 and the most current version of the document can always be found [here](#).

The statements in this document are organised by strand:



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EYFS (Reception)		<u>Exploring maps</u>	<u>Outdoor adventures</u>	<u>Around the world</u>
Identifying land and water on a map or globe	Locational knowledge	<ul style="list-style-type: none"> ✓ Activity 1: Pirate map bingo ✓ Activity 5: Investigating maps 		<ul style="list-style-type: none"> ✓ Activity 4: Exploring world landscapes ✓ Activity 5: Desert explorers ✓ Activity 6: Polar explorers
Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*		<ul style="list-style-type: none"> ✓ Activity 1: Pirate map bingo ✓ Activity 2: Our school from above ✓ Activity 3: Let's build a map ✓ Activity 4: Creating journey sticks ✓ Activity 5: Investigating maps ✓ Activity 6: Map making 	<ul style="list-style-type: none"> ✓ Activity 1: Nature catchers ✓ Activity 2: Observational painting ✓ Activity 3: Exploring the weather 	<ul style="list-style-type: none"> ✓ Activity 1: Home or away? ✓ Activity 2: Bear's UK travels ✓ Activity 3: City or countryside? ✓ Activity 4: Exploring world landscapes ✓ Activity 5: Desert explorers ✓ Activity 6: Polar explorers
To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)*		<ul style="list-style-type: none"> ✓ Activity 1: Pirate map bingo ✓ Activity 5: Investigating maps 	<ul style="list-style-type: none"> ✓ Activity 3: Exploring the weather 	
To know that usually water is represented in blue on a map or globe.		<ul style="list-style-type: none"> ✓ Activity 1: Pirate map bingo ✓ Activity 5: Investigating maps ✓ Activity 6: Map making 		<ul style="list-style-type: none"> ✓ Activity 4: Exploring world landscapes
To know the name of their school and the place where they live.		<ul style="list-style-type: none"> ✓ Activity 2: Our school from above 		<ul style="list-style-type: none"> ✓ Activity 1: Home or away?
To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*		<ul style="list-style-type: none"> ✓ Activity 1: Pirate map bingo ✓ Activity 2: Our school from above ✓ Activity 3: Let's build a map ✓ Activity 4: Creating journey sticks ✓ Activity 5: Investigating maps ✓ Activity 6: Map making 	<ul style="list-style-type: none"> ✓ Activity 1: Nature catchers ✓ Activity 2: Observational painting ✓ Activity 3: Exploring the weather 	<ul style="list-style-type: none"> ✓ Activity 1: Home or away? ✓ Activity 2: Bear's UK travels ✓ Activity 3: City or countryside? ✓ Activity 4: Exploring world landscapes ✓ Activity 5: Desert explorers ✓ Activity 6: Polar explorers

EYFS (Reception)		Exploring maps	Outdoor adventures	Around the world
Discussing how environments in stories and images are different to the environment they live in.	Place knowledge	<ul style="list-style-type: none"> ✓Activity 1: Pirate map bingo ✓Activity 3: Let's build a map 	<ul style="list-style-type: none"> ✓Activity 2: Observational painting 	<ul style="list-style-type: none"> ✓Activity 1: Home or away? ✓Activity 2: Bear's UK travels ✓Activity 3: City or countryside? ✓Activity 4: Exploring world landscapes ✓Activity 5: Desert explorers ✓Activity 6: Polar explorers
To know that places within this country can differ from each other.		<ul style="list-style-type: none"> ✓Activity 1: Home or away? ✓Activity 2: Bear's UK travels ✓Activity 3: City or countryside? 		
To know that there are differences between places in this country and places in other countries.		<ul style="list-style-type: none"> ✓Activity 1: Home or away? ✓Activity 2: Bear's UK travels ✓Activity 4: Exploring world landscapes ✓Activity 5: Desert explorers ✓Activity 6: Polar explorers 		

EYFS (Reception)		<u>Exploring maps</u>	<u>Outdoor adventures</u>	<u>Around the world</u>
Observing weather across the seasons.	Human and physical geography		<ul style="list-style-type: none"> ✓ Activity 3: Exploring the weather ✓ Activity 5: Exploring the seasons ✓ Activity 6: Dress the teddy 	
Observing and discussing the effect the changing seasons have on the world around them.			<ul style="list-style-type: none"> ✓ Activity 3: Exploring the weather ✓ Activity 5: Exploring the seasons ✓ Activity 6: Dress the teddy 	
Beginning to use the names of the seasons in the correct context.			<ul style="list-style-type: none"> ✓ Activity 3: Exploring the weather ✓ Activity 5: Exploring the seasons ✓ Activity 6: Dress the teddy 	
Making observations about the features of places (in stories, photographs or in the school grounds/local area).*		<ul style="list-style-type: none"> ✓ Activity 1: Pirate map bingo ✓ Activity 2: Our school from above ✓ Activity 3: Let's build a map ✓ Activity 4: Creating journey sticks ✓ Activity 5: Investigating maps ✓ Activity 6: Map making 	<ul style="list-style-type: none"> ✓ Activity 1: Nature catchers ✓ Activity 2: Observational painting ✓ Activity 4: Senses in nature 	
Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*		<ul style="list-style-type: none"> ✓ Activity 1: Pirate map bingo ✓ Activity 2: Our school from above ✓ Activity 3: Let's build a map ✓ Activity 4: Creating journey sticks ✓ Activity 5: Investigating maps ✓ Activity 6: Map making 	<ul style="list-style-type: none"> ✓ Activity 1: Nature catchers ✓ Activity 2: Observational painting ✓ Activity 3: Exploring the weather 	<ul style="list-style-type: none"> ✓ Activity 1: Home or away? ✓ Activity 2: Bear's UK travels ✓ Activity 3: City or countryside? ✓ Activity 4: Exploring world landscapes ✓ Activity 5: Desert explorers ✓ Activity 6: Polar explorers
To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.			<ul style="list-style-type: none"> ✓ Activity 3: Exploring the weather ✓ Activity 5: Exploring the seasons ✓ Activity 6: Dress the teddy 	
To know some of the key characteristics of each season.			<ul style="list-style-type: none"> ✓ Activity 3: Exploring the weather ✓ Activity 5: Exploring the seasons ✓ Activity 6: Dress the teddy 	
To know that there are four seasons in a year marked by certain weather conditions.			<ul style="list-style-type: none"> ✓ Activity 3: Exploring the weather ✓ Activity 5: Exploring the seasons ✓ Activity 6: Dress the teddy 	
To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)*		<ul style="list-style-type: none"> ✓ Activity 1: Pirate map bingo ✓ Activity 5: Investigating maps 	<ul style="list-style-type: none"> ✓ Activity 3: Exploring the weather 	
To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*		<ul style="list-style-type: none"> ✓ Activity 1: Pirate map bingo ✓ Activity 2: Our school from above ✓ Activity 3: Let's build a map ✓ Activity 4: Creating journey sticks ✓ Activity 5: Investigating maps ✓ Activity 6: Map making 	<ul style="list-style-type: none"> ✓ Activity 1: Nature catchers ✓ Activity 2: Observational painting ✓ Activity 3: Exploring the weather 	

EYFS (Reception)		<u>Exploring maps</u>	<u>Outdoor adventures</u>	<u>Around the world</u>
Ask questions about the world around them.	Geographical skills and fieldwork	✓Activity 2: Our school from above	✓Activity 1: Nature catchers ✓Activity 2: Observational painting ✓Activity 3: Exploring the weather ✓Activity 4: Senses in nature ✓Activity 5: Exploring the seasons	
Commenting on the features they see in their school and school grounds.		✓Activity 2: Our school from above ✓Activity 4: Creating journey sticks ✓Activity 6: Map making	✓Activity 1: Nature catchers ✓Activity 2: Observational painting ✓Activity 4: Senses in nature ✓Activity 5: Exploring the seasons	
Answering simple questions, guided by the teacher.		✓Activity 1: Pirate map bingo ✓Activity 2: Our school from above ✓Activity 3: Let's build a map ✓Activity 4: Creating journey sticks ✓Activity 5: Investigating maps ✓Activity 6: Map making	✓Activity 1: Nature catchers ✓Activity 2: Observational painting ✓Activity 3: Exploring the weather ✓Activity 4: Senses in nature ✓Activity 5: Exploring the seasons ✓Activity 6: Dress the teddy	✓Activity 1: Home or away? ✓Activity 2: Bear's UK travels ✓Activity 3: City or countryside? ✓Activity 4: Exploring world landscapes
Representing some of the features they notice in their school and school grounds.		✓Activity 2: Our school from above ✓Activity 6: Map making	✓Activity 2: Observational painting	
Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.		✓Activity 1: Pirate map bingo ✓Activity 2: Our school from above		✓Activity 2: Bear's UK travels
Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.		✓Activity 1: Pirate map bingo ✓Activity 2: Our school from above ✓Activity 3: Let's build a map ✓Activity 5: Investigating maps ✓Activity 6: Map making		✓Activity 2: Bear's UK travels ✓Activity 4: Exploring world landscapes ✓Activity 5: Desert explorers ✓Activity 6: Polar explorers
Beginning to use modelled directional vocabulary when describing features in the surrounding environment.		✓Activity 4: Creating journey sticks ✓Activity 6: Map making		
Recognising features on maps (real or imaginary).		✓Activity 1: Pirate map bingo ✓Activity 2: Our school from above ✓Activity 5: Investigating maps ✓Activity 6: Map making		✓Activity 2: Bear's UK travels ✓Activity 4: Exploring world landscapes
Creating real or imaginary maps even if features are indistinguishable.		✓Activity 2: Our school from above ✓Activity 3: Let's build a map ✓Activity 4: Creating journey sticks ✓Activity 5: Investigating maps ✓Activity 6: Map making		

EYFS (Reception)		<u>Exploring maps</u>	<u>Outdoor adventures</u>	<u>Around the world</u>
To know that a map is a picture of a place.	Geographical skills and fieldwork	<ul style="list-style-type: none"> ✓ Activity 1: Pirate map bingo ✓ Activity 2: Our school from above ✓ Activity 3: Let's build a map ✓ Activity 5: Investigating maps ✓ Activity 6: Map making 		<ul style="list-style-type: none"> ✓ Activity 2: Bear's UK travels ✓ Activity 4: Exploring world landscapes
To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).		<ul style="list-style-type: none"> ✓ Activity 3: Let's build a map ✓ Activity 4: Creating journey sticks ✓ Activity 6: Map making 		<ul style="list-style-type: none"> ✓ Activity 2: Bear's UK travels ✓ Activity 3: City or countryside? ✓ Activity 4: Exploring world landscapes
To know that a place and its features can be represented in a picture.		<ul style="list-style-type: none"> ✓ Activity 1: Pirate map bingo ✓ Activity 2: Our school from above ✓ Activity 5: Investigating maps ✓ Activity 6: Map making 	<ul style="list-style-type: none"> ✓ Activity 2: Observational painting 	

Year 1/2	Cycle A			Cycle B		
	<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What can you see at the coast?</u>	<u>Where am I?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live in Shanghai?</u>
Locating all the world's seven continents on a world map.	Locational knowledge		✓		✓	✓
Locating the world's five oceans on a world map.			✓			✓
Showing on a map which continent they live in.		✓				✓
Locating the four countries of the United Kingdom (UK) on a map of this area.		✓		✓		
Showing on a map which country they live in and locating its capital city.		✓		✓		
Showing on a map the oceans nearest the continent they live in.				✓		
Locating the surrounding seas and oceans of the UK on a map of this area.				✓		
Confidently locating the capital cities of the four countries of the UK on a map of this area.				✓		
Identifying characteristics (both human and physical) of the four capital cities of the UK.				✓		
Showing on a map the city, town or village where they live in relation to their capital city.				✓		

Year 1/2		Cycle A			Cycle B		
		<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What can you see at the coast?</u>	<u>Where am I?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live in Shanghai?</u>
To be able to name the seven continents of the world.	Locational knowledge		✓	✓		✓	✓
To know that a continent is a group of countries.			✓				✓
To know that they live in the continent of Europe.		✓		✓			✓
To know that an ocean is a large body of water and that a sea is a body of water that is smaller than an ocean.				✓			✓
To be able to name the five oceans of the world.				✓			✓
To know that the UK is short for 'United Kingdom'.		✓	✓		✓		✓
To know that a country is a land or nation with its own government.		✓	✓		✓		
To know that the United Kingdom is made up of four countries and their names.			✓	✓	✓		✓
To know the name of the country they live in.		✓	✓	✓	✓		✓
To know that there are four bodies of water surrounding the UK and to be able to name them.				✓		✓	
To name some characteristics of the four capital cities of the UK.				✓			
To know the four capital cities of the UK.				✓			
To know that a capital city is the city where a country's government is located.				✓			

Year 1/2		Cycle A			Cycle B		
		<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What can you see at the coast?</u>	<u>Where am I?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live in Shanghai?</u>
Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country.	Place knowledge					✓	✓
Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country.						✓	✓
Describing what physical features may occur in a hot place in comparison to a cold place.						✓	
To know that life elsewhere in the world is often different to theirs.							✓
To know that life elsewhere in the world often has similarities to theirs.							✓
To know some similarities and differences between their local area and a contrasting non European country.						✓	

Year 1/2		Cycle A			Cycle B		
		<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What can you see at the coast?</u>	<u>Where am I?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live in Shanghai?</u>
Describing how the weather changes with each season in the UK.	Human and physical geography		✓				
Describing the daily weather patterns in their locality.			✓			✓	
Confidently using the vocabulary 'season' and 'weather'.			✓			✓	
Recognising and describing some physical features of a location using subject-specific vocabulary.		✓	✓	✓	✓		✓
Recognising and describing some human features of a location using subject-specific vocabulary.		✓		✓	✓		✓
Locating some hot and cold areas of the world on a world map.						✓	
Locating the Equator and North and South Poles on a world map.						✓	
Locating hot and cold areas of the world in relation to the Equator and the North and South poles.						✓	
Describing and understanding the differences between a city, town and village.			✓				

Year 1/2

		Cycle A			Cycle B		
		<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What can you see at the coast?</u>	<u>Where am I?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live in Shanghai?</u>
To know the four seasons of the UK.	Human and physical geography		✓				
To know that 'weather' refers to the conditions outside at a particular time.			✓			✓	
To know that different parts of the UK often experience different weather.			✓				
To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.			✓			✓	
To know that weather conditions can be measured and recorded.			✓			✓	
To know that physical features means any feature of an area that is on the Earth naturally.					✓	✓	✓
To know that human features means any feature of an area that was made or built by humans.					✓		✓
To know that the Equator is an imaginary line around the middle of the Earth.						✓	
To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.						✓	
To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.						✓	
To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.						✓	
To know that coasts (and other physical features) change over time.					✓		
To know some key physical features of the UK.					✓		
To know that a sea is a body of water that is smaller than an ocean.					✓		
To know that human features change over time.					✓		
To know some key human features of the UK.					✓		

Year 1/2		Cycle A			Cycle B		
		<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What can you see at the coast?</u>	<u>Where am I?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live in Shanghai?</u>
Question: Asking questions about the world around them.	Geographical skills and fieldwork	✓	✓	✓	✓	✓	✓
Question: Recognising there are different ways to answer a question.				✓		✓	
Observe: Commenting on and discussing the features they see in their school and school grounds on a walk around the respective places.		✓	✓		✓		✓
Observe: Asking and answering simple questions about human and physical features of the area surrounding their school grounds.				✓		✓	
Measure: Asking and answering simple questions about the features of their school and school grounds.				✓	✓	✓	
Measure: Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.				✓			
Record: Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.		✓	✓		✓		✓
Record: Classifying the features they notice into human and physical with teacher support.				✓			
Record: Taking digital photographs of geographical features in the locality.				✓			
Record: Making digital audio recordings when interviewing someone.				✓			
Present: Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.				✓	✓		
Present: Presenting data in simple tally charts or pictograms and commenting on what the data shows.				✓			
Present: Asking and answering simple questions about data.		✓		✓			

Year 1/2		Cycle A			Cycle B		
		<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What can you see at the coast?</u>	<u>Where am I?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live in Shanghai?</u>
Using an atlas to locate the UK.		✓	✓	✓	✓		✓
Using a map to locate the four countries of the UK.			✓	✓	✓		
Using a world map, globe and atlas to locate the world's five oceans.				✓		✓	
Using directional language to describe the location of objects in the classroom and playground.		✓	✓		✓		
Using directional language to describe features on a map in relation to other features (real or imaginary).		✓	✓		✓		✓
Responding to instructions using directional language to follow routes.		✓	✓				

Year 1/2		Cycle A			Cycle B		
		<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What can you see at the coast?</u>	<u>Where am I?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live in Shanghai?</u>
Adding labels to sketch maps.	Geographical skills and fieldwork						✓
Using simple picture maps and plans to move around the school.		✓	✓		✓		
Asking questions about the world around them.		✓	✓		✓		✓
Commenting on the features they see in their school and school grounds on a walk around the respective places.		✓	✓		✓		✓
Asking and answering simple questions about the features of their school and school grounds.		✓	✓		✓		✓
Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.		✓	✓		✓		✓
Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.		✓			✓		
Recognising why maps need a title.				✓			
Using an atlas to locate the four capital cities of the UK.				✓			
Using a world map, globe and atlas to locate all the world's seven continents on a world map.						✓	✓
Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.				✓		✓	

Year 1/2		Cycle A			Cycle B		
		<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What can you see at the coast?</u>	<u>Where am I?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live in Shanghai?</u>
Using locational language and the compass points (N, S, E, W) to describe the route on a map.	Geographical skills and fieldwork			✓			
Using a map to follow a prepared route.				✓			
Recognising landmarks on aerial photographs and plan perspectives.		✓	✓	✓	✓		✓
Recognising human features on aerial photographs and plan perspectives.		✓		✓	✓	✓	✓
Recognising physical features on aerial photographs and plan perspectives.		✓		✓	✓	✓	✓
Drawing a map and using class agreed symbols to make a simple key.				✓			
Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.		✓		✓	✓		✓
Finding a given OS symbol on a map with support.				✓			
Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).				✓			
Using an aerial photograph to draw a simple sketch map using basic symbols for a key.				✓			

Year 1/2		Cycle A			Cycle B		
		<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What can you see at the coast?</u>	<u>Where am I?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live in Shanghai?</u>
Recognising there are different ways to answer a question.	Geographical skills and fieldwork			✓		✓	
Discussing the features they see in the area surrounding their school when on a walk.				✓			
Asking and answering simple questions about human and physical features of the area surrounding their school grounds.				✓		✓	
Collecting quantitative data through a small survey of the local area/school to answer an enquiry question				✓			
Classifying the features they notice into human and physical with teacher support.				✓			
Taking digital photographs of geographical features in the locality.				✓			
Making digital audio recordings when interviewing someone.				✓			
Presenting data in simple tally charts or pictograms and commenting on what the data shows.				✓			
Asking and answering simple questions about data.				✓			

Year 1/2		Cycle A			Cycle B		
		<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What can you see at the coast?</u>	<u>Where am I?</u>	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live in Shanghai?</u>
To know that an aerial photograph is a photograph taken from the air above.	Geographical skills and fieldwork	✓			✓		✓
To know that atlases give information about the world and that a map tells us information about a place.		✓			✓		✓
To know that a map is a picture of a place, usually drawn from above.		✓			✓		✓
To know that symbols are often used on maps to represent features.		✓			✓		✓
To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).		✓	✓		✓		✓
To know what a sketch map is.							✓
To know that a compass is an instrument we can use to find which direction is north.			✓				✓
To know which direction is N, S, E, W on a map.			✓				✓
To know that a globe is a spherical model of the Earth.						✓	
To begin to recognise world maps as a flattened globe.				✓		✓	
To know that maps need a title and purpose.				✓			
To know that maps need a key to explain what the symbols and colours represent.							✓
To know that a tally chart is a way of collecting data quickly.				✓			
To know that a pictogram is a chart that uses pictures to show data.			✓				

Lower key stage 2		Cycle A			Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
Locating some countries in Europe and North and South America using maps.	Locational knowledge	✓	✓		✓		✓
Locating some major cities of the countries studied.				✓		✓	✓
Locating key physical features in countries studied including significant environmental regions.		✓	✓	✓	✓	✓	✓
Locating some key human features in countries studied.			✓	✓	✓	✓	
Locating the world's most significant mountain ranges on a map and identifying any patterns.		✓					✓
Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.		✓					
Locating some of the world's most significant rivers and identifying any patterns.			✓				✓
Locating some counties in the UK (local to your school).						✓	
Locating some cities in the UK (local to your school).						✓	✓
Beginning to locate the twelve geographical regions of the UK.						✓	✓

Lower key stage 2		Cycle A			Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.	Locational knowledge		✓		✓	✓	✓
Identifying how topographical features studied have changed over time using examples.		✓	✓				
Describing how a locality has changed over time, giving examples of both physical and human features.		✓	✓		✓	✓	
Finding the position of the Equator and describing how this impacts our environmental regions.			✓	✓	✓		
Finding lines of latitude and longitude on a globe and explaining why these are important.			✓				
Identifying the position of the Tropics of Cancer and Capricorn and their significance.			✓	✓			
Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.					✓		
Identifying the position and significance of both the Arctic and Antarctic Circle.				✓			

Lower key stage 2		Cycle A			Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
To know where North and South America are on a world map.	Locational knowledge		✓	✓	✓		✓
To know the names of some countries and major cities in Europe and North and South America.		✓	✓		✓		
To know the names of some of the world's most significant mountain ranges.		✓					✓
To know the names of some of the world's most significant rivers.			✓			✓	✓
To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.		✓					
To know that climate zones are areas of the world with similar climates.			✓	✓	✓		
To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar)*.			✓	✓	✓		
To know that biomes are areas of the world with similar climates, vegetation and animals.*			✓	✓	✓		
To know the world's biomes.*			✓	✓	✓		
To know vegetation belts are areas of the world which are home to similar plant species.*			✓	✓			

Lower key stage 2		Cycle A			Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
To know the name of some counties in the UK (local to your school).	Locational knowledge		✓			✓	✓
To know the name of some cities in the UK (local to your school).						✓	✓
To know the name of the county that they live in and their closest city.						✓	✓
To begin to name the twelve geographical regions of the UK.						✓	✓
To know the main types of land use.*		✓	✓	✓	✓	✓	✓
To know some types of settlement.*		✓				✓	✓
To know that countries near the Equator have less seasonal change than those near the poles.			✓	✓	✓		
To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.			✓	✓	✓		
To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.				✓	✓		

Lower key stage 2		Cycle A			Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.	Locational knowledge		✓	✓	✓		
To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.			✓	✓	✓		
To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.				✓	✓		
To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.					✓		
To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.					✓		

Lower key stage 2		Cycle A			Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
Describing and beginning to explain similarities between two regions studied.	Place knowledge		✓	✓	✓	✓	
Describing and beginning to explain differences between two regions studied.			✓	✓	✓	✓	
Describing how and why humans have responded in different ways to their local environments.		✓	✓	✓	✓	✓	✓
Discussing climates and their impact on trade, land use and settlement.			✓	✓	✓		
Explaining what measures humans have taken in order to adapt to survive in cold places.					✓		
Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.			✓	✓	✓	✓	
To know the negative effects of living near a volcano.		✓					
To know the positive effects of living near a volcano.		✓					
To know the negative effects an earthquake can have on a community.		✓					
To know ways in which communities respond to earthquakes.		✓					

Lower key stage 2		Cycle A			Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
Mapping and labelling the six biomes on a world map.	Human and physical geography		✓	✓			
Understanding some of the causes of climate change.		✓	✓	✓			
Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.		✓					✓
Describing where volcanoes, earthquakes and mountains are located globally.		✓			✓		✓
Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.		✓	✓			✓	✓
Describing how humans use water in a variety of ways.			✓		✓		✓
Describing and understanding types of settlement and land use.			✓	✓	✓	✓	✓
Explaining why a settlement and community has grown in a particular location.			✓	✓		✓	✓
Explaining why different locations have different human features.				✓	✓	✓	✓
Explaining why people might prefer to live in an urban or rural place.				✓	✓	✓	
Describing how humans can impact the environment both positively and negatively, using examples.			✓	✓			

Lower key stage 2		Cycle A			Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.	Human and physical geography		✓		✓		✓
To know the courses and key features of a river.							✓
To know the different types of mountains and volcanoes and how they are formed.		✓					✓
To know that an earthquake is the intense shaking of the ground.		✓					
To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.*			✓	✓	✓		
To know the world's biomes.*			✓	✓	✓		
To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.			✓	✓	✓		
To know that climate zones are areas of the world with similar climates.*			✓	✓	✓		
To know the world's different climate zones.*			✓	✓	✓		
To know that climates can influence the foods able to grow.			✓	✓			

Lower key stage 2		Cycle A			Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
To know the main types of land use.*	Human and physical geography		✓	✓		✓	✓
To know the different types of settlement.*		✓				✓	✓
To know water is used by humans in a variety of ways.					✓	✓	✓
To know an urban place is somewhere near a town or city.						✓	✓
To know a rural place is somewhere near the countryside.						✓	✓
To know that a natural resource is something that people can use which comes from the natural environment.		✓	✓	✓	✓	✓	✓
To know the threats to the rainforest both on a local and global scale.			✓				
To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.				✓			
To know the UK grows food locally and imports food from other countries.				✓		✓	✓

Lower key stage 2		Cycle A			Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
Beginning to use maps at more than one scale.	Geographical skills and fieldwork	✓	✓	✓	✓	✓	✓
Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.			✓	✓	✓	✓	✓
Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.				✓	✓	✓	✓
Using the scale bar on a map to estimate distances.				✓	✓	✓	
Finding countries and features of countries in an atlas using contents and index.		✓	✓	✓	✓	✓	✓
Zooming in and out of a digital map.					✓	✓	✓
Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.						✓	✓
Accurately using 4-figure grid references to locate features on a map in regions studied.					✓		✓
Beginning to locate features using the 8 points of a compass.					✓		✓
Using a simple key on their own map to show an example of both physical and human features.						✓	✓

Lower key stage 2		Cycle A			Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
Following a route on a map with some accuracy.	Geographical skills and fieldwork					✓	✓
Saying which directions are N, S, E, W on an OS map.						✓	✓
Making and using a simple route on a map.			✓		✓	✓	
Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.						✓	✓
Beginning to choose the best approach to answer an enquiry question.			✓	✓		✓	✓
Mapping land use in a small local area using maps and plans.			✓			✓	✓
Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.				✓			
Asking and answering one-step and two-step geographical questions.			✓	✓	✓		✓
Observing, recording, and naming geographical features in their local environments.			✓	✓		✓	✓
Using simple sampling techniques appropriately.			✓				
Making digital audio recordings for a specific purpose.					✓		

Lower key stage 2		Cycle A			Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
Designing a questionnaire/interviews to collect qualitative fieldwork data.	Geographical skills and fieldwork			✓			
Taking digital photos and labelling or captioning them.		✓				✓	✓
Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.			✓				✓
Beginning to use a simplified Likert Scale to record their judgements of environmental quality.							✓
Collecting quantitative data in charts and graphs.			✓				
Using a questionnaire/interviews to collect qualitative fieldwork data.			✓	✓			
Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.		✓	✓	✓			✓
Suggesting different ways that a locality could be changed and improved.			✓				✓
Finding answers to geographical questions through data collection.		✓	✓	✓		✓	✓

Lower key stage 2		Cycle A			Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
To understand that a scale shows how much smaller a map is compared to real life.	Geographical skills and fieldwork				✓	✓	✓
To recognise world maps as a flattened globe.		✓	✓		✓		✓
To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.			✓			✓	✓
To know that an OS map shows human and physical features as symbols.			✓			✓	✓
To know that grid references help us locate a particular square on a map.				✓			✓
To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.					✓		✓
To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).						✓	✓
To know an enquiry-based question has an open-ended answer found by research.			✓	✓		✓	✓

Lower key stage 2		Cycle A			Cycle B		
		<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>	<u>What are rivers and how are they used?</u>
To know how to use various simple sampling techniques.	Geographical skills and fieldwork	✓					
To know what a questionnaire and an interview are.			✓	✓			
To know that quantitative data involves numerical facts and figures and is often objective.			✓	✓			
To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.		✓	✓		✓		✓
To know a Likert scale is used to record people's feelings and attitudes.							✓
To know that qualitative data involves opinions, thoughts and feelings and is often subjective.			✓	✓			
To know what a bar chart, pictogram and table are and when to use which one best to represent data.			✓			✓	✓

Upper key stage 2		Cycle A			Cycle B		
		<u>What is life like in the Alps?</u>	<u>Would you like to live in the desert?</u>	<u>Where does our energy come from?</u>	<u>Why does population change?</u>	<u>Why do oceans matter?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
Locating more countries in Europe and North and South America using maps.	Locational knowledge	✓	✓	✓	✓		
Locating major cities of the countries studied.		✓	✓	✓		✓	✓
Locating some key physical features in countries studied on a map.		✓	✓	✓		✓	✓
Locating key human features in countries studied.		✓	✓	✓	✓	✓	✓
Identifying significant environmental regions on a map.		✓	✓			✓	
Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.		✓	✓				
Locating many counties in the UK.					✓		
Locating many cities in the UK.				✓			✓

Upper key stage 2		Cycle A			Cycle B		
		<u>What is life like in the Alps?</u>	<u>Would you like to live in the desert?</u>	<u>Where does our energy come from?</u>	<u>Why does population change?</u>	<u>Why do oceans matter?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
Confidently locating the twelve geographical regions of the UK.	Locational knowledge		✓		✓		✓
Identifying key physical and human characteristics of the geographical regions in the UK.				✓	✓	✓	✓
Understanding how land use has changed over time using examples.			✓	✓			
Explaining why a locality has changed over time, giving examples of both physical and human features.		✓	✓	✓	✓	✓	
Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.			✓	✓			
Using longitude and latitude when referencing location in an atlas or on a globe.		✓	✓	✓			

Upper key stage 2		Cycle A			Cycle B		
		<u>What is life like in the Alps?</u>	<u>Would you like to live in the desert?</u>	<u>Where does our energy come from?</u>	<u>Why does population change?</u>	<u>Why do oceans matter?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
To know the name of many countries and major cities in Europe and North and South America.	Locational knowledge	✓	✓	✓	✓		✓
To know the location of key physical features in countries studied.		✓	✓			✓	
To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).*			✓				
To know the name of many counties in the UK.					✓		
To know the name of many cities in the UK.				✓	✓		✓
To confidently name the twelve geographical regions of the UK.					✓		✓
To know that London and the South East regions have the largest population in the UK.					✓		
To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.			✓	✓			

Upper key stage 2		Cycle A			Cycle B		
		<u>What is life like in the Alps?</u>	<u>Would you like to live in the desert?</u>	<u>Where does our energy come from?</u>	<u>Why does population change?</u>	<u>Why do oceans matter?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
Describing and explaining similarities between two environmental regions studied.	Place knowledge	✓	✓	✓			
Describing and explaining differences between two environmental regions studied.		✓	✓	✓			
Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.			✓		✓	✓	
Understanding how climates impact on trade, land use and settlement.		✓	✓	✓	✓	✓	
Explaining how humans have used desert environments.			✓				
Using maps to explore wider global trading routes.				✓		✓	
To know some similarities and differences between the UK and a European mountain region.		✓					
To know why tourists visit mountain regions.		✓					

Upper key stage 2		Cycle A			Cycle B		
		<u>What is life like in the Alps?</u>	<u>Would you like to live in the desert?</u>	<u>Where does our energy come from?</u>	<u>Why does population change?</u>	<u>Why do oceans matter?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
Describing and understanding the key aspects of the six biomes.	Human and physical geography	✓	✓				
Describing and understanding the key aspects of the six climate zones.		✓	✓			✓	
Understanding some of the impacts and causes of climate change.		✓	✓	✓	✓	✓	
Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.		✓	✓				
Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.				✓	✓	✓	✓
Describing and understanding economic activity, including trade links.			✓	✓	✓	✓	
Suggesting reasons why the global population has grown significantly in the last 70 years.				✓	✓		
Describing the 'push' and 'pull' factors that people may consider when migrating.			✓		✓		
Understanding the distribution of natural resources both globally and within a specific region or country studied.				✓	✓		
Recognising geographical issues affecting people in different places and environments.		✓	✓	✓	✓	✓	✓
Describing and explaining how humans can impact the environment both positively and negatively, using examples.		✓	✓	✓	✓	✓	✓

Upper key stage 2		Cycle A			Cycle B		
		<u>What is life like in the Alps?</u>	<u>Would you like to live in the desert?</u>	<u>Where does our energy come from?</u>	<u>Why does population change?</u>	<u>Why do oceans matter?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
To know vegetation belts are areas of the world that are home to similar plant species.*	Human and physical geography	✓	✓				
To name and describe some of the world's vegetation belts.		✓	✓				
To know why the ocean is important.						✓	
To know the global population has grown significantly since the 1950s.					✓		
To know which factors are considered before people build settlements.			✓		✓		
To know migration is the movement of people from one country to another.					✓		
To know that natural resources can be used to make energy.			✓	✓			
To know some positive impacts of humans on the environment.				✓		✓	✓
To know some negative impacts of humans on the environment.			✓	✓	✓	✓	✓

Upper key stage 2		Cycle A			Cycle B		
		<u>What is life like in the Alps?</u>	<u>Would you like to live in the desert?</u>	<u>Where does our energy come from?</u>	<u>Why does population change?</u>	<u>Why do oceans matter?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
Confidently using and understanding maps at more than one scale.	Geographical skills and fieldwork	✓	✓	✓	✓	✓	✓
Using atlases, maps, globes and digital mapping to locate countries studied.		✓	✓	✓	✓	✓	✓
Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.		✓	✓	✓	✓	✓	✓
Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).			✓	✓			✓
Using the scale bar on a map to calculate distances.		✓				✓	
Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.				✓	✓		✓
Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.				✓			✓
Beginning to use thematic maps to recognise and describe human and physical features studied.					✓	✓	

Upper key stage 2		Cycle A			Cycle B		
		<u>What is life like in the Alps?</u>	<u>Would you like to live in the desert?</u>	<u>Where does our energy come from?</u>	<u>Why does population change?</u>	<u>Why do oceans matter?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
Using models and maps to talk about contours and slopes.	Geographical skills and fieldwork		✓	✓			
Selecting a map for a specific purpose.				✓		✓	✓
Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.		✓		✓	✓		✓
Accurately using four and six-figure grid references to locate features on a map in regions studied.				✓	✓		✓
Confidently locating features using the 8 points of a compass.					✓		✓
Following a short pre-prepared route on an OS map.		✓			✓		✓
Identifying the eight compass points on an OS map.							✓
Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.					✓		
Developing their own enquiry questions.					✓		✓
Choosing the best approach to answering an enquiry question.		✓				✓	✓
Making sketch maps of areas studied including labels and keys where necessary.		✓		✓		✓	✓
Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.				✓	✓	✓	✓

Upper key stage 2		Cycle A			Cycle B		
		<u>What is life like in the Alps?</u>	<u>Would you like to live in the desert?</u>	<u>Where does our energy come from?</u>	<u>Why does population change?</u>	<u>Why do oceans matter?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
Selecting appropriate methods for data collection.	Geographical skills and fieldwork	✓		✓		✓	✓
Designing interviews/questionnaires to collect qualitative data.		✓		✓			✓
Beginning to use standard field sampling techniques appropriately.					✓	✓	✓
Using GIS (Geographical Information Systems) to plot data sets.					✓	✓	✓
Using a simplified Likert Scale to record their judgements of environmental quality.					✓		✓
Conducting interviews/questionnaires to collect qualitative data.		✓		✓	✓		✓
Interpreting and using real-time/live data.			✓				✓
Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.		✓		✓	✓	✓	✓

Upper key stage 2		Cycle A			Cycle B			
		<u>What is life like in the Alps?</u>	<u>Would you like to live in the desert?</u>	<u>Where does our energy come from?</u>	<u>Why does population change?</u>	<u>Why do oceans matter?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>	
Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.	Geographical skills and fieldwork	✓	✓	✓	✓	✓	✓	
Evaluating evidence collected and suggesting ways to improve this.					✓	✓	✓	
Analysing quantitative data in pie charts, line graphs and graphs with two variables.			✓		✓	✓		
To know that contours on a map show height and slope.			✓	✓			✓	
To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.			✓	✓	✓		✓	
To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.			✓		✓	✓	✓	
To know that a pie chart can represent a fraction or percentage of a whole set of data.			✓		✓	✓		
To know a line graph can represent variables over time.			✓					
To be aware of some issues in the local area.			✓			✓	✓	✓
To know what a range of data collection methods look like.			✓		✓	✓	✓	✓
To know how to use a range of data collection methods.			✓		✓	✓	✓	✓

Version history

Date	Update
07.09.23	Updated to include knowledge and skills from the newly published EYFS: Reception (single year-group) units (p.3-7).
05.10.23	Updated to include knowledge and skills from the newly published EYFS: Reception (single year-group) unit: 'Outdoor adventures' (p.3-7).
18.04.24	Updated to include knowledge and skills for the newly published EYFS: reception (single year-group) unit 'Around the world' (p.3-7).