

Early Years Foundation Stage

- Children know and understand where they live.
- Begin to develop an understanding of simple maps. E.g. What The Ladybird Heard
- Understand positional language
- To follow directions/ instructions.
- Ask geographical questions. E.g. what is it like to live there? What is the weather like?
- To know about similarities and differences in relation to places.
- To know how environments may vary from one another. E.g. Castleford and North/ South Pole.
- To know that the environment and living things are influenced by human activity.
- Describe some actions which people in their own community can do that help to maintain the area they live in.

Key Stages 1 and 2

Locational Knowledge

Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Name and locate the world's seven continents.</p> <p>To know the country that they live in.</p> <p>To name the capital city of England.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Identify the Equator.</p> <p>Name the surrounding seas of the UK.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK</p>	<p>Use maps, atlases, globes and digital/ computer mapping to locate the countries of Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude,</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Compare two different regions in the UK rural/ urban.</p> <p>Locate and name the main counties and cities in England.</p>	<p>Locate main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Linking with history, compare land use maps of the UK from the past with the present</p> <p>Identify the position and significance of latitude/ longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p>

		longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones.			
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Knowledge

Understand that a world map shows all the countries in the world. To locate the continents. To locate the countries of the UK.	To locate the continents. To name the surrounding seas.	To identify Europe on a world map. To locate North and South America on a world map.	To locate Europe and know some of the countries. To know some capital cities of the countries in Europe.	To understand what a region is. To know the difference between rural and urban.	To know and locate the capital cities in Europe, North and South America.
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Place Knowledge

Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand the geographical similarities and differences through studying the human and physical geography.	Understand the geographical similarities and differences through studying the human and physical geography of small area of the UK and a small area in a contrasting non-European country.	Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Egypt.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.	Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. African study and places relevant to Anglo-Saxon/ Viking Britain.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North/South America.

Knowledge

To know the difference between human and physical features. To know the physical and human features in our local area.	Make simple comparisons between features of different places. Recognise how places are linked to other places in the world. To recognise similarities and differences.	Identify and describe where significant places are around the world. Begin to identify places and their environments. Compare and contrast areas within the UK and other countries.	Identify and describe where significant places are around the world. Begin to identify places and their environments.	Identify and describe where significant places are around the world. Begin to identify places and their environments. Compare and contrast areas within the UK.	Identify and describe where significant places are around the world. Identify and describe, where and why, places are around the world. Compare and contrast areas within other European countries (Not UK)
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Human and Physical Geography

Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Identify the location of hot and cold areas in the world in relation to the equator and the north and south poles.</p> <p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p> <p>Identify seasonal and daily weather patterns in the UK</p>	<p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Pupils will describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Human geography including trade between UK, Europe and ROW.</p> <p>Physical geography including volcanoes and earthquakes.</p>	<p>Human geography including trade between UK, Europe and ROW.</p> <p>Fair/ unfair distribution of resources. (Fairtrade)</p> <p>Physical geography including volcanoes and earthquakes.</p> <p>Distribution of natural resources.</p> <p>Pupils will describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes, and the water cycle.</p>
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Knowledge

<p>Use appropriate geographical vocabulary related to the topic</p> <p>Recognise human and physical features in the local area</p> <p>Recognise how places have become the way they are and how they continue to change</p> <p>Identify and describe what places are like.</p> <p>Identify hot and cold areas of the world and the equipment you might need in those places.</p>	<p>Use appropriate geographical vocabulary related to the topic</p> <p>Identify hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>Recognise human and physical features of Non-European countries studied</p>	<p>Use appropriate geographical vocabulary related to the topic</p> <p>Locate the key human and physical characteristics of Egypt.</p>	<p>Use appropriate geographical vocabulary related to the topic</p> <p>Recognise and describe key rivers around the world.</p> <p>Recognise how and why people may seek to manage environments sustainably.</p> <p>To learn about trade links between countries.</p>	<p>Use appropriate geographical vocabulary related to the topic</p> <p>To learn about settlements and environmental impact</p> <p>Recognise and describe biomes and vegetation belts around the world</p>	<p>Use appropriate geographical vocabulary related to the topic</p> <p>Recognise and describe biomes and vegetation belts around the world</p> <p>Recognise and describe key mountains around the world.</p> <p>Investigate how decisions about places and environments affect the future quality of people's lives.</p> <p>Recognise how people can improve an environment or destroy it.</p> <p>Identify and learn about volcanoes and earthquakes.</p>
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					Understand the water cycle. To learn about distribution of natural resources including energy. To learn about trade links between countries.
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Geographical Skills & Fieldwork

Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans.</p> <p>Use locational and directional language such as near and far, left and right.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To recognise key human and physical features of the surrounding area.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans.</p> <p>Use simple compass directions. E.g. north, south, east and west.</p> <p>To devise a simple map and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>To recognise key human and physical features of the surrounding area.</p>	<p>Use fieldwork to develop knowledge and understanding of the school and local area using a range of methods including sketch maps, plans and graphs.</p> <p>Use maps, atlases, globes and mapping to locate countries and describe the features studied.</p> <p>Understand the 8 compass points, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world. (Including Ordnance Survey maps.)</p> <p>Undertake surveys.</p> <p>Design questions and studies to conduct in the local area.</p> <p>Draw conclusions from data</p>	<p>Use fieldwork to develop knowledge and understanding of the school and local area using a range of methods including sketch maps, plans and graphs.</p> <p>Use maps, atlases, globes and mapping to locate countries and describe the features studied.</p> <p>Understand the 8 compass points, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world. (Including Ordnance Survey maps.)</p> <p>Undertake surveys.</p> <p>Design questions and studies to conduct in the local area.</p> <p>Draw conclusions from data</p>	<p>Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate the countries and describe the features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom in the past and present. (Including Ordnance Survey maps.)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate the countries and describe the features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom in the past and present. (Including Ordnance Survey maps.)</p> <p>Use six-figure grid references to teach longitude and latitude in depth.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

Knowledge

<p>Investigate their surroundings.</p> <p>Make observations about where things are e.g. around school and local area.</p>	<p>Begin to collect and record evidence with modelled support.</p>	<p>Begin to collect and record evidence.</p> <p>Analyse evidence and draw conclusions e.g make</p>	<p>Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps.</p>	<p>Collect and record evidence.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying</p>	<p>Collect and record evidence.</p> <p>Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use</p>
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Express their own views about places and the local area.	Use simple fieldwork and observational skills to study school and grounds.	comparisons with two locations using photos pictures, temperatures and location.	Begin to use recordings for their investigation.	scales, temperature of various locations, influence on people everyday life.	data, look at patterns and explain reasons behind it.
Draw simple features they observe in the local area.	Try to make a simple scale drawing.	Draw a sketch of a simple feature from an observation or photo.	Begin to draw a sketch map from a high view point.	Use sketches as evidence in an investigation in the local area.	Draw a sketch of key features of topic studied with increasing accuracy.
Experience simple scale drawings of the local area.		Make a map of a short route experienced with features in correct order.		Begin to use recordings for their investigation.	Begin to use recordings for their investigations.
				Make a map of a short route experienced with features in correct order.	Draw a sketch map using symbols and a key.

Geographical Enquiry Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask geographical questions e.g. what is it like to live in this place? What is the weather like?	Use geographical vocabulary e.g. north, south	Ask geographical questions	Ask geographical questions	Ask geographical questions	Identify and explain different views that people, including themselves, hold about topical issues. E.g. destroying the rainforest
Express their own views about people, places and environments.	Observe and record what they can see e.g. identify building in the street	Observe and record	Observe and record	Collect and record evidence Analyse evidence and draw conclusions	Develop decision making skills. E.g. what measures would improve safety in the local area? Where should a zebra crossing be?
Use geographical vocabulary e.g. hill, mountain, near, far,	Use fieldwork skills e.g. recording info on a map.	Express their own views about people, places and environments.	Express their own views about people, places and environments.	Use geographical vocabulary	
Use globes, maps, plans at a range of scales.	Use globes, maps, plans at a range of scales.	Use geographical vocabulary	Use geographical vocabulary	Use fieldwork techniques and instruments. E.g. a compass.	
Use secondary sources of information e.g. photographs, videos, artefacts.	Use secondary sources of information e.g. photographs, videos, artefacts.	Use fieldwork skills e.g. recording info on a map.	Use fieldwork skills e.g. recording info on a map.	Draw plans and maps.	
Make maps and plans	Make maps and plans	Use globes, maps, plans at a range of scales.	Use secondary sources of information e.g. photographs, videos, artefacts.	Use ICT to help in geography investigations.	
Use fieldwork to develop knowledge and understanding of the school and local area.	Use fieldwork to develop knowledge and understanding of the school and local area.	Use secondary sources of information e.g. photographs, videos, artefacts.			
Take digital photographs	Take digital photographs				

Vocabulary

Continent UK	Equator North Pole	Europe Countries	Region Climate zones	Hamlet Dispersed	Rainforest Convergent
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Europe	South Pole	County	Biomes	Scattered	boundaries
North America	North	Latitude	Vegetation belts	Nucleated	Fold mountains
South America	East	Longitude	Volcanoes	Scandinavia	Brazil
Asia	South	Northern Hemisphere	Earthquakes	Denmark	
Africa	West	Southern Hemisphere	The water cycle	Sweden	
Australia	Coast	Tropics of Cancer	Fair trade		
Antarctica	Cliff	Tropics of Capricorn	Tropical		
Ocean	River	Arctic Circle	Temperate		
Country	Soil	Antarctic Circle	Polar		
UK	Valley	Prime/ Greenwich	Evaporation		
City	Vegetation	Meridian	Condensation		
Capital	Season	Rural	Precipitation		
London	Village	Urban	Atmosphere		
Left	Town	Land use	Climate		
Right	Port	Housing	Water vapour		
Hill	Harbour	Recreation	Surface run off		
Mountain	Scotland	Educational	Transpiration		
Forest	English Channel	Transport	Percolation		
Factory	North Sea	Leisure	Crust		
Office	Irish Sea	Commercial	Vent		
	Cardiff	Agriculture	Crater		
	Belfast	Mining	Core		
	Edinburgh	Manufacturing	Ash		
	Northern Ireland	Engineering	Mantle		
	Wales	Construction	Eruption		
		Exchanging	Ring of fire		
		Balance	Lava		
		Purchase	Magma		
		Water	Active		
		Gas	Dormant		
		Coal	Extinct		
		Oil	Divergent		
		Wood	Convergent		
		Iron	Epicentre		
		North East	Focus		
		North West	Fault		
		South East	Tsunami		
		South West	Richter scale		
			Magnitude		
			Intensity		
			Flood plain		
			Meanders		
			Waterfall		
			Mouth		
			Source		
			Spring		

			Stream Erosion Upper course Middle course Lower course Tributaries Delta Estuary		
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