



Nursery	Reception
<ul style="list-style-type: none"> • Respect and care for the environment - classroom/ outdoors • Talk about what they see in their own environment (school/home) • Talk about and describe different types of houses, including where they live. • Explore the world around them and explore how things work. • Identify suitable clothing for different weather. • Develop positive attitudes about differences between people. • Know there are some other countries/ cities • Shows an interest in different occupations 	<ul style="list-style-type: none"> • Recognise some environments are different, and use stories/ non-fiction texts/ pictures to compare and contrast environments around the world. • Explores the natural world around them • Understands the need to respect and care for the natural environment and all living things. • Use simple photographs/ simple maps to locate objects in 'real life' • Can draw own simple maps • Make comparisons between life for children in different countries

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>Pupils can name and locate up to three of the seven continents of the world.</p> <p>Pupils can name and locate two of the five oceans of the world.</p> <p>Pupils can name and locate three of the four countries of the United Kingdom.</p> <p>Pupils can name two of the four capital cities of the United Kingdom</p>	<p>Pupils can name and locate the seven continents of the world.</p> <p>Pupils can name and locate the five oceans of the world.</p> <p>Pupils can name and locate the four countries of the United Kingdom.</p> <p>Pupils can name and locate another at least one other country and one of its cities.</p> <p>Pupils can name the four capital cities of the United Kingdom.</p>	<p>Pupils can, with increasing accuracy, locate Counties in the UK.</p> <p>Pupils can, with increasing accuracy, locate cities of the United Kingdom.</p> <p>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p>	<p>Pupils can confidently locate countries in Europe.</p> <p>Pupils can confidently identify a few main cities in Europe.</p> <p>Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones.</p>	<p>Pupils can locate countries in Europe and North America on a map.</p> <p>Pupils can, mostly, locate counties and cities of the United Kingdom.</p> <p>Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones.</p>	<p>Pupils can, with increasing accuracy, locate countries of the world on a map.</p> <p>Pupils can confidently locate counties and cities of the United Kingdom.</p> <p>Pupils can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones.</p>

Place knowledge	<p>Pupils can identify seasonal patterns.</p> <p>Pupils are beginning to locate hot and cold areas of the world in relation to the Equator and North or South Poles.</p> <p>Pupils are beginning to use basic geographical vocabulary to refer to human features.</p> <p>Pupils are beginning to use basic geographical vocabulary to refer to physical features.</p>	<p>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography.</p> <p>Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography.</p>	<p>Pupils have studied a small area in the U.K and in a European country and are able to understand similarities and differences in human geography.</p> <p>Pupils have studied a small area in the U.K and in a European country and are able to understand similarities and differences in physical geography.</p>	<p>Pupils have studied a region of the U.K and a region in a European country and can identify similarities and differences in physical geography.</p> <p>Pupils have studied a region of the U.K and a region in a European country and can identify similarities and differences in human geography.</p>	<p>Pupils have studied a region of the U.K and a region within North America and can identify similarities and differences between the two in physical geography.</p> <p>Pupils have studied a region of the U.K and a region within North America and can identify similarities and differences between the two in human geography.</p>	<p>Pupils have studied a region of the U.K, and a region within North or South America and are able to understand similarities and differences between the three in physical geography.</p> <p>Pupils have studied a region of the U.K, and a region within North or South America and are able to understand similarities and differences between the three in human geography.</p>
Human and Physical Geography	<p>Pupils have studied a small area in the U.K and are able to identify a few similarities and differences in human geography.</p> <p>Pupils have studied a small area in the U.K and are able to identify a few similarities and differences in physical geography.</p> <p>Pupils are beginning to use basic geographical vocabulary to refer to physical features.</p>	<p>Pupils can identify seasonal and daily weather patterns.</p> <p>Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles.</p> <p>Pupils can use a wide range of basic geographical vocabulary to refer to human features.</p> <p>Pupils can use a wide range of basic geographical vocabulary to refer to physical features.</p>	<p>Pupils can describe a few aspects of physical geography.</p> <p>Pupils can describe a few aspects of human geography.</p> <p>Pupils can use key vocabulary to describe some natural processes and events (hurricanes, tornadoes, earthquakes).</p> <p>Pupils can identify some causes and effect of some natural processes and events (tectonic plates – earthquakes).</p>	<p>Pupils can describe an increased range of aspects of physical geography and their features (rivers and mountains).</p> <p>Pupils can describe an increased range of aspects of human geography and their features.</p> <p>Pupils can describe the parts and features of a natural process or event (volcanoes).</p> <p>Pupils can use key vocabulary to describe a natural process or event.</p> <p>Pupils can identify and describe some aspects of environmental geography (wind turbines, solar panels, wave generators)</p>	<p>Pupils can describe and understand an increasing variety of key aspects of physical geography.</p> <p>Pupils can describe and understand an increasing variety of key aspects of human geography.</p> <p>Pupils can identify aspects of the physical and human geography that have changed over time.</p>	<p>Pupils can describe and understand a wide range of key aspects of physical geography.</p> <p>Pupils can describe and understand a wide range of key aspects of human geography.</p> <p>Pupils can confidently identify how aspects of the physical and human geography have changed over time.</p>
<p align="center">Questions relate to these key concepts that underpin Geographical Skills and Fieldwork developed through regular re-visiting in a range of contexts:</p>						

Collect, analyse and communicate with a range of data	<p>Pupils are beginning to identify human and physical features in their environment and the area around them.</p> <p>Pupils can identify north and south or east and west on a map and know what it means.</p>	<p>Pupils can recognise landmarks.</p> <p>Pupils can devise a simple map with basic symbols in a key.</p>	<p>Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies.</p>	<p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies.</p>	<p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies.</p>	<p>Pupils can 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>
Interpret a range of sources	<p>Pupils are can use maps with increasing confidence to identify studied regions.</p>	<p>Pupils can use maps, atlases and globes confidently to identify studied regions.</p>	<p>Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently.</p>	<p>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p>	<p>Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p>	<p>Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p> <p>Pupils are beginning to interpret data on a graph in relation to a geographical concept (climates, biomes or rainfall).</p>
Communicate geographical information	<p>Pupils are beginning to devise a simple map.</p> <p>Pupils are beginning to identify features on a map (key and compass).</p> <p>Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately.</p>	<p>Pupils can use simple compass directions confidently.</p> <p>Pupils can use a basic key on a map.</p>	<p>Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and keys.</p>	<p>Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps).</p>	<p>Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps).</p>	<p>Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps).</p> <p>Pupils are beginning to communicate data on a graph in relation to a geographical concept (climates, biomes or rainfall).</p>