



Early Learning Goal

EYFS	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.
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	Locational Knowledge	Place Knowledge	Human and Physical Knowledge	Geographical Skills and Fieldwork
Year 1	Identifies where they live locally (Ingrow / Keighley). Names the four countries of the UK. Begins to locate UK countries on a simple map. Identifies surrounding seas of the UK.	Describes what places are like using simple comparisons. Identifies similarities and differences between their local area and the seaside.	Identifies and names human features (buildings, roads, shops, harbour). Identifies and names physical features (beach, cliff, coast, sea). Uses basic vocabulary to describe places and environments. Shares preferences about their local area (pleasant / unpleasant).	Uses simple fieldwork and observation skills in the local area. Uses photographs and models to recognise landmarks and features. Identifies the four main compass directions (North, East, South, West). Represents geographical features using models, drawings or simple maps.
Year 2	Names and locates the seven continents and five oceans. Identifies the equator and North and South Poles. Locates the UK and its countries using an atlas or map. Identifies the Arctic Circle on a map.	Describes a place outside Europe using geographical vocabulary. Compares Ingrow, the UK, and an Arctic settlement (e.g., Sisimiut). Explains similarities and differences in weather, features and lifestyle.	Identifies seasonal and daily weather patterns in the UK. Describes how weather affects people and places. Explains why weather forecasts are useful. Keeps a weather chart and answers simple questions about patterns. Identifies and describes human features (settlements, jobs, facilities). Identifies and describes physical features (mountains, coast, climate). Explains how locality affects jobs and ways of life. Identifies features of hot and cold environments.	Uses simple fieldwork and observational skills to investigate weather. Uses maps, atlases, photographs and globes. Uses simple compass directions (N, E, S, W). Uses locational language such as near, far, left and right.
Year 3	Confidently uses an atlas to locate UK counties, cities and rivers. Identifies surrounding seas such as the North Sea. Describes where countries are located using compass directions. Identify which hemisphere a country is in. Use 4-figure grid references.	Compares climate, landscape and lifestyle between the UK and another European country. Explain why people may choose to visit or live in certain cities. Describes how mountain regions differ from lowland areas.	Explain how immigration and tourism change communities. Describe the impact of human activity on mountain environments. Explain why cities developed near rivers. Describe environmental regions and physical features on maps.	Uses compass directions to describe location. Create a detailed annotated map of their town or a studied area. Compare my observations with maps and atlases. Gather and record data in tables, charts, or diagrams.
Year 4	Explains where tectonic plate boundaries are located globally. Names and locates main islands surrounding South America. Describes how location affects climate zones. Uses 4-figure grid references accurately.	Compares climate, lifestyle and landscape between the UK and Brazil. Describes what it might be like to live near a volcano. Compares a rainforest biome with a local woodland.	Explains tectonic plates and why earthquakes and volcanoes happen. Explains the structure of a rainforest (canopy, understory, forest floor). Describes the impact of deforestation. Explain how the Andes affect climate and human activity. Can describe the causes and impact of a significant earthquake	Uses 4-figure grid references. Compares data from different environments. Produces information for an audience about a studied location. Annotate models and diagrams using geographical vocabulary.
Year 5	Explain how latitude affects climate in North America and Scandinavia. Identifies neighbouring European countries and their capitals. Explains how time zones work and calculate time differences. Describe global patterns in resource distribution.	Explain why North America is geographically diverse. Compare climate, land use and lifestyles between regions. Explain how physical geography affects settlement and agriculture. Describe how natural resources influence development.	Explain how natural resources are distributed across the world. Is able to explain effects of climate change on habitats and agriculture. Describe the physical geography of Scandinavia (fjords, northern lights, cold climates). Explain how food production links to climate and land use.	Compare data (climate, land use, resources). Present findings clearly in an information page. Analyse maps showing environmental regions. Use multiple sources to support conclusions.
Year 6	Explains why major cities developed along rivers. Describe how rivers shape topographical features. Identifies global trade routes and how goods are distributed.	Explains how rivers supported agriculture, trade and transport in early civilisations (e.g., along the River Nile). Compare past and present land use in my locality. Explain how flooding affects communities.	Explain river processes (erosion, transportation, deposition). Describe how height of land affects land use. Explains how trade links distribute goods globally. Explains the impact of flooding on agriculture and settlements.	Uses 4 and 6 figure grid references confidently. Interprets contour lines and topographical features. Analyses fieldwork data and draws conclusions. Write a structured geographical report using evidence.

