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|  | **EYFS**  | **Year 1** | **Year 2**  | **Year 3**  | **Year 4**  | **Year 5** | **Year 6**  |
| **Locational Knowledge** | Observe, find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like and dislike. Use appropriate words to help children make distinctions in their observations.Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. | Prior learningName the world’s seven continents. Name and locate four countries. | Prior learningName and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | Prior learningLocate countries, using maps to focus on Europe, and North and South America.  | Prior learningLocate the world’s countries, using maps and atlases to focus on Europe (including the location of Russia) and North and South America. Name and locate key cities of the United Kingdom (History link)  | Prior learningA region in a European country. (Norway, Denmark, Sweden)To understand the geographical similarities and differences through the study of human and physical geography | Prior learningIdentify 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 (including day and night). |
| **Place Knowledge** | 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 (including day and night). | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. | Local area study and a small area in a contrasting non-European country understanding the geographical similarities and differences through studying the human and physical geography. | Describe aspects of:  Physical geography, including climate zones and rivers. Human geography, including: the distribution of natural resources including energy, food, minerals and water. | A region of the United Kingdom. A region in a European country.A region within South America.To understand the geographical similarities and differences through the study of human and physical geography | A region in a European country. A region in North of South AmericaTo understand the geographical similarities and differences through the study of human and physical geography | A region within North or South America.To understand the geographical similarities and differences through the study of human and physical geography |
| **Human and Physical Geography** | Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.They make observations of animals and plants and explain why some things occur and talk about changes. They know about similarities and differences between themselves and others, and among families, communities, and traditions. Help children to notice and discuss patterns around them, e.g., rubbings from grates, covers, or bricks | Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the North and South Poles Use basic geographical vocabulary to refer to physical and human features. | Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  Use basic geographical vocabulary to refer to key physical and human features. | Describe aspects of:  Physical geography, including climate zones and rivers. Human geography, including: the distribution of natural resources including energy, food, minerals and water. | Describe and understand key aspects of:  Physical geography, including climate zones, rivers, mountains and the water cycle.  Human geography, including: types of land use, and the distribution of food, minerals and water. | Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes. | Describe and understand key aspects of: 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.  |
| **Geography Skills and Fieldwork** | They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. Observe and identify features in the place they live and the natural world. Find out about their environment and talk about features they like and dislike. Examine change over time. Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.  | Use world maps, atlases, and globes to identify the United Kingdom and its countries. Use simple compass directions (North, South, East and West). Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map. | Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. | Four figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Use fieldwork to observe, measure, record and present the human and physical features in the local area (surrounding/immediate area of the school) using a range of methods, including sketch maps, plans and graphs, and digital technologies.  | Use the eight points of a compass, four and six figure grid references, symbols, and key (Including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom (Lancashire).Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. 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 | Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.  Use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom AND the wider world. 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. |
| **Vocabulary** | street, left, right, forwards, backwards, busy, quiet, bricks, plants, animals, changes, plants, environment, Penwortham, teacher, Head teacher, school, caretaker, cleaner, house, bungalow, church, zebra crossing, traffic lights, tunnel, bridge, roundabout and map.  | Prior VocabularyContinent, country, capital, cities, United Kingdom, human, physical, atlas, globe, near, far, North, South, East, West, transport, lorry, bus, car, weather, wind, snow, hail, rain, wet, dry, hot, cold, fog seasons, Winter, Summer, Autumn, Spring, long, short, wide, narrow, building, ocean, country, city, globe, Earth, journey, travel, town, village, farm, larger, smaller, local, distant, England, Wales, Scotland, Ireland, Northern Ireland, location, London, Cardiff, Edinburgh, Dublin, Belfast. North America, South America, Europe, Asia, Africa, Australia, and Antarctica.  | Prior VocabularyOceans, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean Southern Ocean. route, Equator, North, South, East, West, North Pole, South Pole, environment, North Sea, Irish Sea, English Channel, similar, different, aerial view, landscape, environment, terraced, semi-detached, bungalow, detached, address, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour, human, physical and man- made.  | Prior VocabularyNorth East, North West, South East, South West, equator, longitude, latitude, climate zone, tropical, settlement, valley, landscape mountain, harbour cliff, clay, ocean, lake, vegetation, weathering, community, factory, office, industry, sketch, diagram, relief map, political map, factory, deforestation, mapping, minerals, water.  | Prior VocabularyGreenhouse, valley, warm, humid, condensation, evaporation precipitation, polytunnel, contour, height, coastal, market, gardening, allotment, mixed farming, organic farming, arable farming, intensive farming, Ordnance Survey, productivity, import, export, hemisphere, distribution, distance, natural resources, compass, grid reference, sustainable, man-made materials compass satellite, weathering, erosion, hemisphere, settlement patterns, natural disaster,  | Prior VocabularyAttitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones, transportation, biomes, flood plain, deposition, meander, tributary, surface, biomes, volcanoes, earthquakes, vegetation belts, sea level, mouth, river, source, terrain, products, features, industrial contour, lines, landscape, natural, sub-continent, water cycle, population, development arid, tectonic plates, magma, precipitation, irrigation, ground water, settlement, industry, tourist, excursion, and scale (maps).  | Prior VocabularyNaturalised, disperse, indigenous, sustainability, immigrant, renewable, natural disaster, survey, natural resources, questionnaire, vegetation belts, Ordnance Survey, Greenwich/Prime Meridian, climate zones, distance, Time zone, Northern hemisphere, Southern hemisphere, equatorial, conservation, congestion, scale, pollution, symbols, urban, rural, land use, tectonic plates, location, subterranean.  |