



Geography				
Year group	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
N	Children will be able to: <ul style="list-style-type: none"> Show interest in different occupations (UTW DM) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (UTW DM) Talk about where they live and places that are familiar to them Ask questions about their environment (C & L) Use educational visits to make sense of the immediate environment e.g. parks, libraries and museums (UTW, PSED EP) 			
R ELG=Early Learning Goal DM=Development matters EP=Educational programmes CG=Curriculum Goals	Children will be able to: <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, stories, maps and non-fiction texts and know how it helps us (UTW ELG and CG) Understand the roles of different members of society e.g. police, firefighters, ambulance drivers, nurses (UTW, PSED DM) Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories and maps (UTW ELG) Draw information from a simple map (UTW DM) Recognise some environments that are different from the one in which they live (UTW DM) Use educational visits to make sense of the immediate environment e.g. parks, libraries and museums (UTW, PSED EP) Using and understanding vocabulary linked to the topic (UTW, C & L EP) Talk about members of their immediate family and community (UTW DM) Name and describe people who are familiar to them (UTW DM) Children have an enriched understanding of their world and the world around them (UTW CG) 			
1	Children will be able to: <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans Name and locate 4 countries and capital cities of the United Kingdom Identify the sea surrounding the United Kingdom 	Children will be able to: <ul style="list-style-type: none"> Understand geographical similarities and differences of a small known area of the United Kingdom 	Children will be able to: <ul style="list-style-type: none"> Discuss features of places including: sea, river, beach, hills, town, village, house, school Identify seasonal and daily weather patterns in the United Kingdom 	Children will be able to: <ul style="list-style-type: none"> 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 locational and directional language [for example, near and far, left and right] Describe the location of features and start to plan routes
Years 2/3	Children will be able to: <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans using unmarked maps and atlases Identify characteristics of continents and oceans/seas around the world including those within the United Kingdom Use maps and atlases to locate continents and known countries e.g. Different Places, Similar Lives – locating chosen locations and comparing them Locate key countries being studied e.g. Active Planet - Pompeii (whilst studying volcanos) and Japan (whilst studying earthquakes) 	Children will be able to: <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Understand and compare a small area in a contrasting non-European country Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Understand and compare a region in a European country, and a region in North or South America 	Children will be able to: <ul style="list-style-type: none"> Locate hot and cold areas of the world in relation to the Equator and the North and South Poles Use geographical vocabulary to refer to key physical features, including: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley vegetation, season and weather</i> Use geographical vocabulary to refer to key human features, including: <i>city, town, village, factory, farm, house, office, port, harbour and shop</i> Identify key physical and human characteristics of given countries, and major cities around the world Describe aspects of physical geography including: <i>volcanos and earthquakes</i> 	Children will be able to: <ul style="list-style-type: none"> Use simple compass directions (north, south, east and west) Describe the location of features and plan routes on maps Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Devise a simple maps using 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 and globes to locate countries



<p>Years 4/5</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps • Focus on Europe (including the location of Russia) and North and South America • Focus on environmental regions within the above continents • Name and locate counties and cities of the United Kingdom, including their geographical regions e.g. Building a Village – <i>locating key places with Great Britain linking with the Anglo Saxons</i> • Locate countries of interest on a range of maps and atlases e.g. The Great, The Bold and The Brave - Greece, Rome • Identify the position and significance of latitude, longitude, • Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, • Explain and understand the Prime/Greenwich Meridian and time zones (including day and night) 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand and compare a region in a European country, and a region in North or South America as well as focusing on the impact it has on the people of that given place • Understand geographical similarities and differences through using maps to focus on 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>Children will be able to:</p> <ul style="list-style-type: none"> • Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns • Understand how human and physical features have changed over time • Describe aspects of physical geography including: <i>the water cycle</i> which will be covered in Island Life • Describe and understand key aspects of: physical geography, including: <i>climate zones, biomes and vegetation belts, rivers and mountains</i> • Describe and understand key aspects of: human geography, including: <i>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i> E.g. Going Global – looking at trade links and the impact that has on a particular place 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Use maps, atlases and globes to locate countries and describe features studied • Identify and present human and physical features in the local area using a range of methods, including: <i>sketch maps</i> • Use fieldwork to observe, measure and record features • Identify and present human and physical features in the local area using a range of methods, including: <i>sketch maps, plans and graphs, and digital technologies</i>
<p>6</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Locate any given country of interest on a range of maps and atlases • Confidently locate places through WW2 topic 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences focusing on any given place concentrating on regions, physical and human characteristics, the impact on the people and culture of that place e.g. Migration – <i>identifying how people have moved and look at the impact that has had on a place</i> • Discuss how a place has/may change over time due to the factors above 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe both human and physical geographical features and discuss how they've changed over time and why – making links to Evolution and Adaptation • Explain how environments can have an impact on human and physical features 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass, 4- and 6-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