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|  | Geographical enquiry | Physical geography | Human geography | Geographical knowledge |
| Nursery  | * Ask questions about differences between natural materials and changes they notice (weather).
* Talk about what daily life is like in this country
 | * Understand the weather changes and that in different countries you have different weather
 | * Describe their immediate environment
* Know some similarities and differences between cultural communities in this country.

Explain some similarities and differences between life in this country and life in other countries, | * Know what a map is and what it is used for.
* Can draw a simple map.
* Know where they live and explain features of their home and local environment.
* Know that there are different countries in the world.
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| Reception | * Talk about how life night be different in other countries.
 | * Identify features on a simple map (trees, house, river, mountain)
* Can identify similarities and differences between different houses and environments e.g. parks, woods, town
* Name and order the seasons.
 | * Talk about how life might be different in other countries.
 | * Know that Blackley is in Manchester, England
* Can name at least 2 countries not in the UK and talk about what they are like
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| **Early Learning Goals**People, culture and the community* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World* Explore the natural world around them, making observations and drawing pictures of animals and plants.
* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
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| Year 1 | * To say what they like about their locality.
* Answer some questions using different resources, such as books, the internet and atlases.
* Think of a few good questions to ask about a locality.
* Answer questions about the weather.
* Keep a weather chart.
 | * Know their address.
* Explain the main features of a hot and cold place.
* Describe a locality using words and pictures.
* Explain how the weather changes with each season.
* Name some key features associated with a town or village, e.g. church, farm, shop, house.
* Describe the features of the 4 seasons
 | * Begin to explain why they would wear different clothes at different times of the year.
* Describe something about the people who live in hot and cold places.
 | * Recognise their local area using a map and aerial photographs
* Know the name of their town/city and where it situated in the UK.
* Locate the equator, North Pole and South Pole on a globe or atlas.
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| Year 2 | * Label a diagram or photograph using some geographical words.
* Find out about a locality by using different sources.
* Say what they like and don’t like about their locality and another locality.
* Sketch a map of the school grounds
* Create a 3D map
* Begin to use directional language (NSEW)
 | * Describe some physical features of their own locality.
* Explain what makes a locality unique.
* Describe some places which are not in the local area.
* Describe a place outside Europe using geographical words.
* Describe some of the features associated with an island.
* Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?
 | * Describe human features of own locality, such as the food people eat and the houses they live in.
* Explain how the food people eat and the houses may be different around the world.
* Explain how people may spoil /affect an area.
* Describe how people can make an area better.
* Explain what facilities a town or village might need.
 | * Name the continents of the world and find them in an atlas.
* Name the world’s oceans and find them in an atlas.
* Name the main cities of England, Wales, Scotland and Ireland.
* Name and locate Africa and Zambia using an atlas.
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| Year 3 | * Use correct geographical words to describe a place and the things that happen there.
* Identify key features of a locality by using a map.
* Begin to use a 4 figure grid reference.
* Accurately plot NSEW on a map.
* Use some basic OS map symbols.
* Make accurate measurements of distances within 100Km.
 | * Use maps and atlases appropriately by using contents and indexes.
* Describe how volcanoes are created.
* Describe how earthquakes are created.
* Confidently describe physical features in a locality.
* Locate Madagascar and confidently explain what makes this island unique using geographical terminology.
* Recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)
 | * Describe how volcanoes have an impact on people’s lives.
* Describe human features in a locality.
* Explain why a locality has certain human features.
* Explain how the lives of people living in Madagascar would be different from their own.
 | * Name a number of countries in the Northern Hemisphere.
* Locate and name some of the world’s most famous volcanoes.
* Name and locate some well-known European countries. (volcano Earthquake topic)
* Name and locate the capital cities of neighbouring European countries. (volcano Earthquake topic)
* Know of different weather and climates in different parts of the world.
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| Year 4 | * Carry out a survey to discover features of cities.
* Find the same place on a globe and in an atlas.
* Label the same features on an aerial photograph as on a map.
* Plan a journey to a place in England.
* Locate several countries and their capital cities on a map/globe.
* Accurately measure and collect information, e.g. rainfall, temperature, wind speed, noise levels etc.
 | * Explain why many cities of the world are situated by rivers.
* Explain how the water cycle works.
* Describe the main features of a well-known city.
* Draw a more-detailed map using appropriate symbols to represent different physical features.
* Begin to use 4 figure grid references
* Describe and compare the difference in physical Geography between two separate countries of the world include weather, climate, population, currency etc.
 | * Explain why people are attracted to live near a river.
* Explain how a locality has changed over time with reference to human features.
* Find different views about an environmental issue. What is their view?
* Suggest different ways that a locality could be changed and improved.
 | * Can they locate the Tropic of Cancer and the Tropic of Capricorn.
* Name and locate many of the world’s major rivers on maps.
* Name and locate many of the world’s most famous mountain regions on maps.
* Name and locate a wide range of capital cities from across the globe using a map.
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| Year 5 | * Collect information about a place and use it in a report.
* Map land use
* Find possible answers to their own geographical questions
* Make detailed sketches and plans; improving their accuracy later.
* Plan a journey to a place in another part of the world, taking account of distance and time.
 | * Explain how a location fits into its wider geographical location; with reference to physical features.
* Accurately use 4 figure grid references.
* Describe the different types of erosion and the effects it has on the landscape.
* Understand the key aspects of different biomes and understand how animals/plants adapt to ecosystems.
 | * Explain why rivers are a valuable commodity for different people around the world.
* Explain how a location fits into its wider geographical location; with reference to human and economical features.
* Explain what a place might be like in the future, taking account of issues impacting on human features.
* Describe how land use patterns have changed over time.
* Understand some key aspects of human geography including energy, food and natural resources.
 | * Name and Locate several European countries and their Capital cities.
* Locate the USA, North America and South America on a world map and atlas using 4 figure grid references.
* Locate and name the main countries in South America on a world map and atlas.
* Use a map and key to identify different rainforests from across the world..
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| Year 6 | * Scale and use maps with a range of scales.
* Choose the best way to collect information needed and decide the most appropriate units of measure.
* Make careful measurements and use the data.
* Use OS maps to answer questions.
* Use maps, aerial photos, plans and web resources to describe what a locality might be like.
 | * Give an extended description of the physical features of different places around the world.
* Describe how some places are similar and others are different in relation to their human features.
* Accurately use a 6 figure grid reference.
* Create sketch maps when carrying out a field study.
 | * Give an extended description of the human features of different places around the world using a wide range of geographical vocabulary.
* Map land use with their own criteria.
* Describe, using a wide range of geographical vocabulary, how some places are similar and others are different in relation to their physical features.
* Understand the key aspects of human geography in the UK including trade links, economy and land use.
 | * Recognise key symbols used on ordnance survey maps.
* Know the difference between the British Isles, Great Britain and UK.
* Identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antarctic circles.
* Explain how time zones work.
* Name up to six cities in the UK and locate them on a map.
* Locate and name some of main islands that surround the UK.
* Name the areas of origin of the main ethnic groups in the UK & in their school.
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