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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. |
| 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 |
| **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 | | | |
| 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. |
| 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. |
| 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. |
| 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. |
| 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.. |
| 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. |