



EYFS	By the end of Key Stage 1	By the end of lower Key Stage 2	By the end of upper Key stage 2
<p><b>Understanding the world People, Culture and Communities</b> 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 their 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 – when appropriate – maps.</p> <p><b>The Natural World</b> 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.</p>	<p><b>Year 1</b> Continents, oceans, countries and capital cities of UK and seas Hot and cold locations Local area map work skills</p> <p><b>Year 2</b> Local area study – Human and Physical Geography Comparison of a non- European location with small area of UK (London and Nairobi) Local area map work skills and introduction to scale Compare an alternative non-European locality (Village in a rainforest)</p>	<p><b>Year 3</b> Local area study – human and physical geography UK Study Revisit Human and physical geography OS maps and scale</p> <p><b>Year 4</b> Rivers Latitude and Longitude Water Cycle Revisit Rivers Map skills – environmental regions</p>	<p><b>Year 5</b> World cities, biomes and environmental regions 4 and 6 figure grid references Revisit World cities, biomes and environmental regions OS maps and fieldwork</p> <p><b>Year 6</b> Physical processes – earthquakes, mountains and volcanoes Settlements and relationships Comparison study of North America, Europe and UK Maps and orienteering</p>

	By the end of Key Stage 1	By the end of lower Key Stage 2	By the end of upper Key stage 2
<p><b>Location</b></p> <p>Pupils develop an understanding of the concept of LOCATION through:</p>	<ul style="list-style-type: none"> <li>-naming and locating the world's seven continents and five oceans (Y1)</li> <li>• naming, locating and identifying the four countries and capital cities of the United Kingdom (Y1)</li> <li>• identifying the characteristics of the four countries and capital cities of the United Kingdom (Y1)</li> <li>• knowing and naming the oceans and seas surrounding the United Kingdom (Y1)</li> <li>• identifying and locating the location of a non- European countries (Y2)</li> <li>• identifying and locating their school and locality (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>-locating and knowing about the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America (Y4)</li> <li>• knowing and locating environmental regions, key physical and human characteristics, countries and major cities (Y4)</li> <li>• naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (Y3)</li> <li>• identifying land-use patterns and know how some of these aspects have changed over time (Y3)</li> <li>• identify and explain 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) (Y4)</li> <li>• knowing about significant individuals, such as Wladimir Köppen who first identified major climate types (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>-knowing and locating countries and cities of the world (Y5/6)</li> <li>• identifying and explaining world biomes by building on prior knowledge of environmental regions (Y5)</li> <li>• knowing and locating the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities (Y5/6)</li> </ul>

<p style="text-align: center;"><b>Place</b></p> <p>Pupils develop an understanding of the concept of PLACE through:</p>	<ul style="list-style-type: none"> <li>- knowing where England and London are located (Y2)</li> <li>• knowing and explaining the main human and physical features of London (Y2)</li> <li>• knowing and explaining where Kenya and Nairobi are located (Y2)</li> <li>• knowing and explaining the main human and physical features of Nairobi (Y2)</li> <li>• knowing and explaining the similarities and differences of these two places (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>- explaining what regions, counties and cities are like in the United Kingdom (Y3)</li> <li>• explaining the similarities and differences between places across the world (Y3/4)</li> <li>• knowing and explaining about places that are built around rivers (Y4)</li> <li>• knowing and explaining the similarities and differences between places that are located in different environmental regions, such as Mediterranean or Polar (Y4).</li> </ul>	<ul style="list-style-type: none"> <li>- knowing, explaining and understanding geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North (Jamaica) or South America (Y6)</li> <li>• knowing and explaining that places are shaped by their location, physical and human features (Y5/6)</li> <li>• knowing and explaining why the features of places are defined by their human and physical features, such as trade or tourism (Y5/6)</li> </ul>
<p style="text-align: center;"><b>Human and Physical</b></p> <p>Pupils develop an understanding of the concept of human and physical geography through:</p>	<ul style="list-style-type: none"> <li>- knowing and explaining seasonal and daily weather patterns (Y1)</li> <li>• locating the Equator, North and South Poles (Y1)</li> <li>• locating and name hot and cold places in the world (Y1)</li> <li>• using geographical vocabulary to refer to physical features: (Y1/2) o beach,cliff,coast, forest, hill, landmark, mountain, ocean, river, sea, soil, savanna, valley, vegetation, season, weather, urban, rural and coastal</li> <li>• using geographical vocabulary to refer to human features: (Y1/2) o city,town,village, landmark, factory, farm, house, office, port, harbour, shop, slum</li> </ul>	<ul style="list-style-type: none"> <li>- knowing and describing key physical geography features <ul style="list-style-type: none"> <li>o topography, climate zones, vegetation belts, mountains, rivers, and the water cycle (Y3/4)</li> </ul> </li> <li>• knowing and describing key human geography features <ul style="list-style-type: none"> <li>o region, county, capital city, city, settlement, recreation, harbour, (Y3/4)</li> </ul> </li> <li>• knowing and explaining how places are shaped by human and physical features</li> <li>• knowing and explaining how physical features shape a place and the reason that human features are there</li> </ul>	<ul style="list-style-type: none"> <li>- knowing and describing key physical geography features and processes <ul style="list-style-type: none"> <li>o climatezones,vegetation belts, earthquakes, mountains and volcanoes (Y5/6)</li> </ul> </li> <li>• knowing and describing key human geography features <ul style="list-style-type: none"> <li>o typesofsettlementand land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Y5/6)</li> </ul> </li> </ul>

## Geographical skills and fieldwork

Pupils develop an understanding of the concept of Geographical skills and fieldwork through:

- using world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans (Y1/2)
- knowing and using 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 (Y1/2)
- using aerial photographs and plan perspectives to recognise landmarks as well as basic human and physical features (Y2)
- making a simple map using basic symbols in a key (Y1/2)
- knowing and explaining larger and smaller scale maps, including OS maps (Y2)
- using 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 (Y1/2)

- making choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y3/4)
- skilfully using 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 (Y3/4)
- using 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, such as Digimap for Schools. (Y3/4)

- using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y5/6)
- using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world (Y5/6)
- using 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, such as Digimap for Schools. (Y5/6)

**SUGGESTED SUBSTANTIVE CONCEPTS IN GEOGRAPHY**

Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Understanding the world</b> <b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>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.</p> <p><b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Continents, oceans, countries and capital cities of UK and seas</p> <p><b>LOCATIONAL KNOWLEDGE</b>   Location, Order Connection</p>	<p>Local area study</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Location, Order Environment, Culture Time, Pattern</p>	<p>Local area study</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Location, place, map skills and fieldwork</p>	<p>Rivers</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Location, Order, Proximity Region, Landscape, System</p> <p><b>PLACE KNOWLEDGE</b>   Location, Environment, Pattern</p>	<p>World cities, biomes and environmental regions</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Location Interdependence, Pattern Environment, Settlement Economic</p>	<p>Physical processes Earthquakes, mountains and volcanoes</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Time, Location, Process Connection, Environment System</p>
	<p>Hot and cold locations</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Location, Environment Culture</p>	<p>Comparison of a non-European location with small area of UK (London and Nairobi)</p> <p><b>PLACE KNOWLEDGE</b>   Location, Environment Culture, Connection</p>	<p>UK Study</p> <p><b>LOCATIONAL KNOWLEDGE</b>   Location, Order Environment, Region Landscape</p>	<p>Latitude and longitude</p> <p><b>LOCATIONAL KNOWLEDGE</b>   Location, Position Diversity, Time</p>	<p>4 and 6 figure grid references</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location Absolute position Scale Settlement</p>	<p>Settlements and relationships</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Location, Proximity Landscape, Interdependence Lived space</p> <p><b>PLACE KNOWLEDGE</b> Location, Connection Economic, Order Pattern, Remoteness</p>
	<p>Local area map work skills</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location, Environment, Pattern</p>	<p>Local area map work skills and introduction to scale</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location, Environment, Pattern, Similar</p> <p>Compare an alternative non-European locality (Village in a rainforest)</p> <p><b>PLACE KNOWLEDGE</b>   Location, Environment Culture, Remoteness</p>	<p>Revisit Human and physical geography</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Location, Place, Culture Connection, Interdependence</p> <p>OS maps and scale</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location, Scale, Proximity</p>	<p>Water cycle</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Environment, Connection Interaction, Landscape Process, Cycle</p> <p>Revisit Rivers</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Location, Order, Proximity Region, Landscape, System</p> <p>Map skills – environmental regions</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b> Location, Scale, Proximity</p>	<p>Revisit World cities, biomes and environmental regions</p> <p><b>HUMAN AND PHYSICAL GEOGRAPHY</b>   Location Interdependence, Pattern Environment, Settlement Economic</p> <p>OS maps and fieldwork</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location, Scale, Proximity</p>	<p>Comparison study of North America, Europe and UK</p> <p><b>PLACE KNOWLEDGE</b>   Location, Connection Economic, Order Pattern, Remoteness</p> <p>Maps and orienteering</p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>   Location, Proximity Scale, Connection, Pattern</p>

**SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER**

Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)
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