



Geography

	Year 1	Year 2	Year 3
Geographical skills and fieldwork	<ul style="list-style-type: none"> • To ask simple geographical questions e.g. Which places are hot in the world? • To identify simple physical and human geographical features • To make and label simple maps and add symbols. • To use a world map to identify hot and cold places in the world. • To make simple comparisons between two contrasting locations e.g. differing climates 	<ul style="list-style-type: none"> • To 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 e.g. near and far; left and right, to describe the location of features and routes on a map • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; • To devise a simple map; and use and construct basic symbols in a key • To 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 • To use simple maps of the local area e.g. large scale print, pictorial etc. 	<ul style="list-style-type: none"> • To analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures. • To understand and use a widening range of geographical terms e.g. specific topic vocabulary – location, industry, transport, settlement, water cycle etc. • To use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office to name physical and human features. • To measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans or graphs/digital technologies. • To use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features including identifying rivers and seas. • To use four figure grid references • To use the 8 points of a compass

Locational knowledge	<ul style="list-style-type: none"> • To understand how some places are linked to other places e.g. roads, trains 	<ul style="list-style-type: none"> • To name and locate the world's seven continents and five oceans • To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom • To name, locate and identify characteristics of the seas surrounding the United Kingdom 	<ul style="list-style-type: none"> • To locate the world's continents and countries with a focus on Europe and North and South America and identify major cities. • To name and locate main rivers and seas of the UK.
Human and physical geography	<ul style="list-style-type: none"> • To identify seasonal and weather patterns in the UK. • To 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. 	<ul style="list-style-type: none"> • To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> • To identify physical and human features of the locality
Place knowledge	<ul style="list-style-type: none"> • To name, describe and compare familiar places 	<ul style="list-style-type: none"> • To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<ul style="list-style-type: none"> • To understand why there are similarities and differences between places. • To develop an awareness of how places relate to each other.

	Year 4	Year 5	Year 6
Geographical skills and fieldwork	<ul style="list-style-type: none"> • To understand and use a widening range of geographical terms e.g. specific topic vocabulary – height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. • To draw an accurate map of Europe with more complex keys • To use an atlas to locate the countries of Europe and volcanoes around the world. 	<ul style="list-style-type: none"> • To understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • To 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 his/her knowledge of the United Kingdom and the wider world. • To 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. • To understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc.
Locational knowledge	<ul style="list-style-type: none"> • To demonstrate knowledge of features about places around and beyond the UK • To identify where countries are within Europe • To know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent • To recognise that people have differing qualities of life living in different locations and • Environments. 	<ul style="list-style-type: none"> • To identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day • To identify the physical characteristics and key topographical features of the countries studied. • To know and describe where a variety of places are in relation to physical and human features • To locate mountains and mountain ranges in the UK and world. • To identify the three main climate zones. 	<ul style="list-style-type: none"> • To name and locate counties and cities of the South America and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and • Capricorn, Arctic and Antarctic Circle, the

			<ul style="list-style-type: none"> • Prime/Greenwich Meridian and time zones • (including day and night)
Human and physical geography	<ul style="list-style-type: none"> • To understand the effect of landscape features on the development of a locality • To describe how people have been affected by changes in the environment • To explain about natural hazards e.g. volcanoes 	<ul style="list-style-type: none"> • To know about changes to the world environments over time. • To understand why people, seek to manage and sustain their environment. 	<ul style="list-style-type: none"> • To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • To 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. • To describe and understand rivers and the water cycle.
Place knowledge	<ul style="list-style-type: none"> • To understand why there are similarities and differences between places. 	<ul style="list-style-type: none"> • To compare mountain ranges in the UK in other world locations. 	<ul style="list-style-type: none"> • To understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within South America.