|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **GEOGRAPHICAL KNOWLEDGE** | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **The UK and Local Area** | Know about similarities and differences in relation to places, objects, material and living things.  Talk about the features of their own immediate environment and how environments might vary from one another. | Use an atlas to name and locate on a map the  four countries and capital cities of the United Kingdom.  Know about the **local area** and can name key  landmarks, e.g. the nearest local green space | Name, locate and identify  characteristics of the four countries and capital cities of  the United Kingdom and its surrounding seas on a map.  Know about the **local area**, and  name and locate key landmarks. | Describe where the UK is located, and name  and locate its four countries and some counties; locate where they live in the UK.  Relate continent, country, county, city/where they live.  Locate the UK's major urban areas; locate some physical environments in the UK | Describe where the UK is located, and name and locate some major urban areas; locate  where they live in the UK using locational terminology  (north, south, east, west) and the names of nearby counties.  Locate and describe some human and  physical characteristics of the UK | Locate and describe some physical  environments in the UK, e.g. coastal environments, the UK's  significant rivers and mountains.  Locate the UK's regions and major cities | Locate and describe several  physical environments in the UK, e.g. coastal and mountain environments, and how they change.  Locate the UK's major urban areas, knowing  some of their distinct characteristics and how some of these have changed over time.  Recognise broad land-use patterns of the UK. |
| **The World and Its Continents** |  | Recognise and name some continents and  oceans on a globe or atlas. | Name and locate the seven continents and five oceans on a globe or atlas. | Locate countries in Europe and North and  South America on a map or atlas.  Describe some European and North and South American cities using an atlas.  Use a globe and map to identify the position  of the Poles, the Equator, Northern Hemisphere and Southern  Hemisphere.  Locate the Tropics of Cancer and Capricorn, Arctic and  Antarctic Circles. | Locate some countries in Europe and North and South America on a map or atlas.  Understand continent, country, state, city.  The child can identify the position of the  Prime/Greenwich Meridian and understand the  significance of latitude and longitude. | Locate some major cities and countries of  Europe and North and South America on physical and political maps.  Describe some key physical and human characteristics  of Europe and North and South America.  Locate places studied in relation to the  Equator, Tropics of Cancer and Capricorn, and their latitude and  longitude. | Locate cities, countries and regions of Europe and North and South America on physical and political maps.  Describe key physical and human  characteristics and environmental regions of Europe and  North and South America.  Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn,  latitude and longitude, and relate this to their time zone, climate, seasons and vegetation |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **GEOGRAPHICAL UNDERSTANDING** | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Physical Themes** | Make observations of animals and plants and explain why some things occur, and talk about changes | Talk about the day-to-day weather and some of the features of the seasons in their locality.  Show awareness that the weather may vary in  different parts of the UK and in different parts of the world.  Talk about a natural environment, naming  its features using some key vocabulary. | Identify seasonal and daily weather patterns in the United Kingdom.  Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.  The child can recognise a natural environment and describe it using key vocabulary. | Describe the pattern of hot or cold areas of world and relate this to the position of the Equator and the Poles.  Recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.  Describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains. | Indicate tropical, temperate and polar climate zones on a globe or map and describe the  characteristics of these zones using appropriate  vocabulary.  Use simple geographical  vocabulary to describe significant physical features and talk about how they change.  Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.  Describe the water cycle in sequence, using  appropriate vocabulary, and name some of the processes  associated with rivers and mountains | Understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest.  Understand that animals and plants are adapted to the climate.  Understand our food is grown in many different countries because of their climate.  Describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed. | Understand how climate and  vegetation are connected in biomes, e.g. the tropical  rainforest and the desert.  Describe what the climate of a region is like and how plants and animals are adapted to it.  Understand how food production is  influenced by climate.  Describe and understand a range  of key physical processes and the resulting landscape features.  Understand how a mountain region was formed. |
| **Human Themes** | Know that the environment and living things are influenced by human activity.  Describe some actions which people in their own community do that help to maintain the area they live in. | Talk about a human environment, such as the local area or a UK city, naming some features using some key  vocabulary | Identify a range of human environments, such as the local area and contrasting  settlements, and describe them and some of the activities that occur there using key vocabulary | Identify and sequence different human  environments, such as the local area and contrasting settlements  such as a village and a city.  Recognise features and some activities that occur in different settlements using a range of key vocabulary.  Recognise the main land uses within urban areas and the key characteristics of rural areas.  Understand the basic physical and human  geography of the UK and its contrasting human and physical  environments.  Recognise that some regions are different from others. | Identify and sequence a range of settlement sizes from a village to a city.  Describe the characteristics of settlements with different functions, e.g. coastal towns.  Use appropriate vocabulary to describe the main land uses within urban areas and identify the key  characteristics of rural areas.  Understand the physical and  human geography of the UK and its contrasting human  and physical environments.  Explain why some regions are different from others. | Know and understand what life is like in cities  and in villages.  Know the journey of how one product gets into their home in detail.  Describe some renewable and non-renewable energy  sources.  Describe different types of industry currently in the local area.  Know where some of our main natural resources come  from.  Understand how a region has changed. | Know and understand what life is like in cities and in villages and in a range of settlement sizes.  Understand that products we use are imported as well as locally produced.  Explain how the types of industry in the area  have changed over time.  Understand where our energy and natural resources come from.  Understand how a region has  changed and how it is different from another region of the UK |
| **Understanding Places and Connections** | Make observations of animals and plants and explain why some things occur, and talk about changes. | Make observations about, and describe, the local area and the nearest local green space.  Describe an aspect of the physical and  human geography of a distant place.  Show awareness of their locality and identify one or two ways it is different and similar to the distant place | Make observations about, and  describe, the local area and its physical and human  geography.  Describe the physical and human geography of a distant place.  The child can describe their locality and how it is different and similar to the distant place. | Recognise that there are physical and human  differences within countries and continents.  Show awareness of the physical and human  characteristics of a European region and a region in North or South America.  Describe how some physical processes can cause hazards to people.  Recognise that there are advantages and disadvantages  of living in certain environments. | Describe and compare similarities and differences between some regions in Europe and North or South America.  Understand how the human and physical  characteristics of one region in Europe and North or South America are connected and make it special.  Understand how physical processes can cause hazards to people.  Describe some advantages and disadvantages of living in hazard-prone areas. | Know and share information about a  European region and a region in North or South America, and  understand that a region such as the Alps is unique.  Explain some ways a biome (including the  oceans) is valuable and under threat from human activity.  Understand how human activity is influenced by climate and weather.  Understand hazards from physical environments such as  avalanches in mountain regions.  Identify an important environmental issue | Know information about a region of Europe and North or South America, its physical  environment and climate, and economic activity.  Explain some ways biomes  (including the oceans) are valuable, why they are under  threat and how they can be protected.  Understand how human activity is influenced by climate and weather.  Understand hazards from physical environments and their management, such as avalanches in mountain regions.  Explain several threats to wildlife/habitats |
| **Using Maps** |  | Use a simple picture map to move around the school  Use relative vocabulary such as bigger, smaller, like, dislike  Use directional language such as near and far, up and down, left and right, forwards and backwards  **Map knowledge**  Use world maps to identify the UK in its position in the world.  Use maps to locate the four countries and capital cities of UK and its surrounding seas  **Making maps**  Draw basic maps, including appropriate symbols and pictures to represent places or features  Use photographs and maps to identify features | Follow a route on a map  Use simple compass directions (North, South, East, West)  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  **Map knowledge**  Locate and name on a world map and globe the seven continents and five oceans.  Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles  **Making maps**  Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)  Use and construct basic symbols in a key | Follow a route on a map with some accuracy    Locate places using a range of maps including OS & digital  Begin to match boundaries (e.g. find same boundary of a country on different scale maps)  Use 4 figure compasses  Begin to use 4 figure grid references to identify features on a map  **Map knowledge**  Locate the UK on a variety of different scale maps  Name & locate the counties and cities of the UK  **Making maps**  Try to make a map of a short route experiences, with features in current order  Create a simple scale drawing  Use standard symbols, and understand the importance of a key | Follow a route on a large scale map  Locate places on a range of maps (variety of scales)  Identify features on an aerial photograph, digital or computer map  Begin to use 8 figure compass  Use four figure grid references to identify features on a map  **Map knowledge**  Locate Europe on a large scale map or globe  Name and locate countries in Europe (including Russia) and their capitals cities  **Making maps**  Recognise and use OS map symbols, including completion of a key and understanding why it is important  Draw a sketch map from a high viewpoint | Compare maps with aerial photographs  Select a map for a specific purpose  Begin to use atlases to find out other information (e.g. temperature)  Find and recognise places on maps of different scales  Use 8 figure compasses, begin to use 6 figure grid references.  **Map knowledge**  Locate the world’s countries, focus on North & South America  Identify the position and significance of lines of longitude & latitude    **Making maps**  Draw a variety of thematic maps based on their own data  Draw a sketch map using symbols and a key  Use and recognise OS map symbols regularly | Follow a short route on a OS map  Describe the features shown on an OS map  Use atlases to find out data about other places  Use 8 figure compass and 6 figure grid reference accurately  Use lines of longitude and latitude on maps  **Map knowledge**  Locate the world’s countries on a variety of maps,  including the areas studied throughout the Key Stages  **Making maps**  Draw plans of increasing complexity  Begin to use and recognise atlas symbols |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **GEOGRAPHICAL SKILLS AND ENQUIRY** | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Fieldwork** | Know about similarities and differences in relation to places, objects, material and living things.  Talk about the features of their own immediate environment and how environments might vary from one another. | **(Use classroom and playground)**  Use basic observational skills  Draw simple features  Ask a familiar person prepared questions  Create plans and draw simple features in their familiar environment  Add labels onto a sketch map, map or photograph of features | **(Re- cap Y1, School grounds/ wider local area- identify land use, human/ physical features)**  Carry out a small survey of the local area/school  Ask and respond to basic geographical questions  Use a pro-forma to collect data e.g. tally survey  Recognise a photo or a video as a record of what has been seen or heard  Use a camera in the field to help to record what is seen | **(Re-cap school surrounding area and contrast with another school nearby identify land use, human/ physical features)**  Gather information  Use a simple database to present findings from fieldwork  Use appropriate terminology  Sketching buildings in area  Add titles and labels giving date and location information  Consider how photo’s provide useful evidence  Compare and contrast maps of the two areas | **(Re-cap year 3 and compare with a more rural area e.g. Crosby/ Formby identify land use, human/ physical features)**  Ask geographical questions  Record findings from fieldtrips  Use a database to present findings  Sketch key points of interest adding detail  Select views to photograph  Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction  use a camera independently  Locate position of a photo on a map  Compare and contrast different styles of maps  of both areas | **(Re-cap year 4 and compare with area in UK- Colomendy- identify land use, human/ physical features)**  Select appropriate methods for data collection such as interviews  Evaluate the quality of evidence collected and suggest improvements  Evaluate their sketch against set criteria and improve it  Annotate sketches to describe and explain geographical processes and patterns  Make a judgement about the best angle or viewpoint when taking an image or completing a sketch | **(Local area- land use over time. UK – land use in the future – Northern Forest?)**  Use a database to interrogate/amend information collected,  Use graphs to display data collected  Use sketches as evidence in an investigation select field sketching from a variety of techniques  Use photographic evidence in their investigations  Evaluate the usefulness of the images |