



Locational Knowledge

Year 1	- name and locate the four countries and capital cities of the United Kingdom and its surrounding seas
Year 2	- name and locate the world's seven continents and five oceans
Year 3	- locate a number of South American countries (including major cities and human and physical characteristics) - identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle
Year 4	- locate a number of North American countries (including major cities and human and physical characteristics) - name and locate a number of the rivers in the UK and land-use patterns associated with them over time - identify the position and significance of latitude and longitude lines and the Tropics of Cancer and Capricorn
Year 5	- locate a number of European countries (including major cities and human and physical characteristics) - name and locate a number of the mountains in the UK and land-use patterns associated with them over time - identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)
Year 6	- name and locate a number of the counties and cities of the United Kingdom (including key human and physical features) - name and locate a number of the coasts in the UK and land-use patterns associated with them over time



Place Knowledge

Year 1	- begin to understand a number of the geographical features of their local area
Year 2	- understand a number of geographical similarities and differences between a region of the UK and a contrasting non-European country
Year 3	- understand a number of geographical similarities and differences between a region of the UK and a region within South America
Year 4	- understand a number of geographical similarities and differences between region of the UK and a region within North America
Year 5	- understand a number of geographical similarities and differences between of a region of the UK and a region within Europe
Year 6	- understand a number of geographical similarities and differences between various regions of the UK



Human and Physical Geography

Year 1

- describe and understand a forest, hill, sea, river, soil, season and weather
- describe and understand a city, town, village, office, house and shop
- identify seasonal and daily weather patterns in the United Kingdom

Year 2

- describe and understand a beach, cliff, valley, coast, mountain, ocean, vegetation
- describe and understand a factory, farm, port, harbour
- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Year 3

- describe and understand climate zones

Year 4

- describe and understand biomes and vegetation belts, rivers and the water cycle
- describe and understand economic activity including trade links

Year 5

- describe and understand mountains, volcanoes and earthquakes
- describe and understand types of settlement and land use

Year 6

- describe and understand the distribution of natural resources including energy, food, minerals and water



Map Skills

Year 1

- use age-appropriate world maps, atlases and globes to identify the United Kingdom and its countries
- use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
 - use plan perspectives to recognise landmarks and basic human and physical features
 - devise a simple map

Year 2

- use age-appropriate world maps, atlases and globes to identify the continents and oceans
- use simple compass directions (North, South, East and West) to describe the location of features and routes on a map
- use aerial photographs to recognise landmarks and basic human and physical features
- devise a simple map with basic symbols in a key

Year 3

- use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of South American countries and describe features studied
- use the four points of a compass to navigate around a map
- use symbols and a key to devise a map or represent on a map



<p>Year 4</p>	<ul style="list-style-type: none">- use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of North American countries and describe features studied- use the eight points of a compass to navigate around a map- use symbols and a key to devise a map or represent on a map confidently
<p>Year 5</p>	<ul style="list-style-type: none">- use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of European countries and describe features studied- use four-figure grid references to navigate around a map- use Ordnance Survey symbols and a key to devise a map or represent on a map
<p>Year 6</p>	<ul style="list-style-type: none">- use age-appropriate maps, atlases, globes and digital/computer mapping to locate a number of the countries of the world and describe features studied- use six-figure grid references to navigate around a map- use Ordnance Survey symbols and key to devise a map or represent on a map confidently



Fieldwork

Year 1

- Children take part in teacher-led enquiries
- Make observations about what their school and its grounds
- Investigate their surroundings in a whole-class context
- Discuss their fieldwork findings as a class

Year 2

- Children encouraged to ask simple geographical questions
- Make appropriate observations about their local area
- Investigate their surroundings in a whole-class context with some independence
- Discuss their fieldwork findings as part of a group

Year 3

- Children begin to initiate their own geographical questions to investigate
- Begin to make appropriate observations in a wider context
- Begin to measure and record evidence with some independence
- Begin to formally present their findings



Year 4

- Children ask and respond to questions and offer their own ideas based on some evidence
 - Make appropriate observations confidently
 - Measure and record evidence with increasing independence
 - Formally present their findings

Year 5

- Begin to suggest questions for investigating
- Make appropriate observations and begin to analyse, as a class, if the evidence is reliable
 - Measure and record evidence using increasingly sophisticated methods
 - Formally present their findings, paying thought to the method of presentation

Year 6

- Suggest questions for investigating and suggest how they could achieve their results
- Make appropriate observations and begin to analyse if the evidence is reliable
- Measure and record evidence from a range of primary and secondary sources
- Formally present their findings, paying thought to the method of presentation and posing further questions to investigate



Vocabulary

The following lists give some examples of the type of vocabulary expected. They are not intended to be prescriptive and they are not exhaustive

Year 1

Geographical Names: Hillside Primary School, Baddeley Green, Stoke-on-Trent, Staffordshire, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, English Channel, North Sea, Irish Sea, Autumn, Winter, Spring, Summer

Geographical Processes: physical, human, forest, hill, sea, river, soil, valley, season, weather, rain, snow, sunshine, temperature, wind, city, town, village, farm, house, office shop, country

Year 2

Geographical Names: Europe, Africa, North America, South America, Asia, Oceania, Antarctica, Pacific Ocean, Indian Ocean, Arctic Ocean, Atlantic Ocean, Southern Ocean, North, South, East, West, Zambia, Lusaka, River Zambezi, Victoria Falls

Geographical Processes: continent, ocean, rainforest, desert, beach, cliff, coast, mountain, vegetation, factory, farm, port, harbour

Year 3

Geographical Names: Brazil, Bolivia, Argentina, Peru, Venezuela, Chile, Columbia, Amazon Rainforest, The Amazon River, Angel Falls, Sugarloaf Mountain, Christ The Redeemer

Geographical Processes: climate zone, Arid, Mediterranean, Temperate, Tropical, Polar, Equator, Northern Hemisphere, Southern Hemisphere, the Arctic Circle, the Antarctic Circle, biodiversity



<p>Year 4</p>	<p>Geographical Names: USA, Canada, Mexico, Costa Rica, Jamaica, Dominican Republic, Niagara Falls, Mississippi River, Denali, The Gunung Leuser Rainforest, The Daintree Rainforest, The River Nile, Yenisei River</p> <p>Geographical Processes: canopy, emergent layer, forest floor, understory, deforestation, fair trade, biome, biodiversity, latitude and longitude lines, the Tropics of Cancer and Capricorn, flood plain, meander, mouth, source, tributary, confluence, the water cycle, state, ecosystem</p>
<p>Year 5</p>	<p>Geographical Names: France, Spain, Netherlands, Germany, Switzerland, Russia, Italy, Ukraine, Poland, Mount Ontake, Japan, Vesuvius, Everest, Eyjafjallajökul, Vinson Massif, Carstensch, Mount Snowdon, Himalayas, Paris, Rome, Berlin, Moscow, Amsterdam, Madrid</p> <p>Geographical Processes: volcanos, earthquakes, mountains, crater, dormant, eruption, magma, tsunami, plate boundary, alpine, summit, altitude, range, land use, settlements Prime/Greenwich Meridian, time zones, hills</p>
<p>Year 6</p>	<p>Geographical Names: Birmingham, Bristol, Cambridge, Leeds, Liverpool, Manchester, Newcastle, Nottingham, Sheffield, Oxford, West Midlands, Yorkshire, Hampshire, Kent, Essex, Lancashire, Merseyside, Devon, Hertfordshire, Greater London</p> <p>Geographical Processes: natural resources, industry, sustainable development, coast, economy, industry, minerals, food, water, renewable energy, climate change</p>



EYFS – Understanding The World

People and Communities

- Begin to understand that other children don't always enjoy the same things
- Begin to notice similarities and differences between themselves and others, and families, communities and traditions

The World

- Begin to notice features of their immediate environment
- Begin to discuss how environments may vary from one another
- Begin to notice similarities and differences between places
- Begin to make observations about animals and plants

Technology

- Begin to notice technology is used in places such as homes and schools