



| Locational Knowledge | |
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| 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 | |
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| 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 | |
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| Year 1 | <ul style="list-style-type: none">- 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 | <ul style="list-style-type: none">- 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 | <ul style="list-style-type: none">-describe and understand climate zones- describe and understand economic activity including trade links |
| Year 4 | <ul style="list-style-type: none">- describe and understand biomes and vegetation belts, rivers and the water cycle |
| Year 5 | <ul style="list-style-type: none">- describe and understand mountains, volcanoes and earthquakes- describe and understand types of settlement and land use |
| Year 6 | <ul style="list-style-type: none">- describe and understand the distribution of natural resources including energy, food, minerals and water |



| Map Skills | |
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| Year 1 | <ul style="list-style-type: none">- 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 | <ul style="list-style-type: none">- 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 | <ul style="list-style-type: none">- 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 confidently- use symbols and a key to devise a map or represent on a map |
| Year 4 | <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 |



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| <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 |



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, Continental, Equator, Northern Hemisphere, Southern Hemisphere, the Arctic Circle, the Antarctic Circle, biodiversity

Year 4

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

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



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| <p>Year 5</p> | <p>Geographical Names: France, Spain, Netherlands, Germany, Switzerland, Russia, Italy, Ukraine, Poland, Mount Ontake, Japan, Vesuvius, Everest, Eyjafjallajökul, Vinson Massif, Carstensz, 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> |



| Early Years Foundation Stage | |
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| Three and Four-Year-Olds | <ul style="list-style-type: none">- Understand position through words alone. For example, “The bag is under the table,” – with no pointing.- Describe a familiar route.- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.- Use all their senses in hands-on exploration of natural materials.- Begin to understand the need to respect and care for the natural environment and all living things.- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| Reception | <ul style="list-style-type: none">- Draw information from a simple map.- Recognise some similarities and differences between life in this country and life in other countries.- Explore the natural world around them.- Recognise some environments that are different to the one in which they live. |
| ELG | <ul style="list-style-type: none">- 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.- 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. |