



Location Knowledge

Reception	Year 1	Year 2
<p>Explore the natural world around them.</p> <p>Explore and describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Go on a local area walk.</p> <p>Be able to name places in their day to day life e.g. places that they regularly visit or are important to their family.</p>	<p>Name and locate the four countries of the UK, know their flags and their capital cities.</p> <p>Explain some of the features of the four countries (famous landmarks both physical and human).</p> <p>Draw and label pictures to show location.</p> <p>Explain the difference between a capital city and country.</p>	<p>Use an atlas effectively by understanding what's in an atlas and skimming and scanning to find place names.</p> <p>Name and locate the 7 continents.</p> <p>Use maps and a globe to identify the continents and understand that both a map and a globe show the same thing.</p> <p>Name and locate the 5 oceans using atlases and globes.</p> <p>Name and locate the seas that surround the UK.</p> <p>Be able to identify cities in their contrasting countries. Use both maps and globes to identify the coldest places in the world – The North and South Pole.</p> <p>Make predictions about where the hottest places in the world are.</p> <p>Children to identify the equator and locate the places on the equator which are the hottest (identify Africa – Kenya/Gambia).</p>
End of KS expectations KS1		
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 		



Location Knowledge

Year 3	Year 4	Year 5	Year 6
<p>Use an index to locate countries, cities and landmarks using an atlas. Locate countries, cities and landmarks using Google Maps and on a globe.</p> <p>Compare their location using directional language.</p> <p>Define, recognise and locate different mountain ranges in the UK.</p> <p>Compare different mountain ranges in the UK (compare location/size/weather seen at summit).</p> <p>Locate rivers around the world and in the local environment.</p>	<p>Locate world's countries (South America), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (compare sustainability levels between South America and England).</p> <p>Describe their location in relation to the equator, tropics, hemispheres and the poles.</p> <p>Suggest reasons for their location.</p>	<p>Locate physical geographical features on a map.</p> <p>Describe their location in relation to land use and look for patterns in the locations.</p>	<p>Compare maps over time.</p> <p>Locate world's countries and major cities (including UK).</p> <p>Identify the position and significance of latitude, longitude, equator, Northern/Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Understand how time zones are shown on a map (Prime/Greenwich Meridian).</p> <p>Explain how time zones are linked to day and night.</p>
End of KS expectations KS2			
<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions 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. Identify 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) 			

Place Knowledge

Reception	Year 1	Year 2
<p>Start to compare different countries across the world and learn that not all places are the same.</p> <p>Recognise and explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Ask questions about what it is like in another country.</p> <p>To show knowledge of other countries through role play and art work.</p>	<p>Retell what it is like in another country (China).</p> <p>Express own views about a place, people and environment.</p> <p>Compare food in contrasting countries (China).</p>	<p>Make comparisons between the UK and life in another country (Africa).</p> <p>Study pictures/aerial photographs/videos of two differing localities, make comparisons between life in the UK and life in Kenya/Gambia, and ask geographical questions e.g. <i>What is it like to live in this place?</i></p> <p><i>How is this place different to where I live?</i></p> <p><i>How is the weather different?</i></p> <p><i>How are lifestyles different?</i></p> <p><i>How does the climate impact lifestyle?</i></p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment.</p> <p>Give detailed reasons to support own likes, dislikes and preferences.</p>
End of KS expectations KS1		
<ul style="list-style-type: none"> 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. 		



Place Knowledge

Year 3	Year 4	Year 5	Year 6
<p>Describe how people can both improve and damage an environment.</p> <p>Identify features of a place using aerial photographs.</p> <p>Make detailed maps using a key.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America – Brazil and the Amazon Rainforest. Compare and give reasons for the different lifestyles within a country or area of a country – The Amazon.</p> <p>Locate the continents of North and South America and the key countries within them (including information such as flags, capital cities, time zones, hemispheres, longitude and latitude).</p> <p>Explore the physical features of the Amazon rainforest - different layers, plants and animals.</p> <p>Explore the human feature of trade in the Amazon rainforest/Brazil, including fair trade.</p> <p>Investigate and compare the UK trade industry and Brazil's trade industry (major imports/exports).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography in a European country – Greece.</p> <p>Use an atlas to explore the location and some features of Greece (location, seas, countries nearby, population, etc...)</p> <p>Explore some of the landmarks (human and physical features),</p> <p>Describe how physical geography influences the day to day life of inhabitants of an area (Crete).</p>	<p>Discuss how people are influenced by both physical and human geography on a local, national and global scale.</p>
End of KS expectations KS2			
<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 			



Physical Geography

Reception	Year 1	Year 2
<p>Explore the world outside and begin to comment on what they can see.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of the changing seasons on the natural world around them.</p> <p>Use everyday vocabulary to name common physical features.</p>	<p>Understand that different countries have different types of food.</p> <p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season, weather.</p> <p>Recognise the seasons including using observational skills to spot the signs.</p> <p>Name some types of weather and describe the weather associated with the four seasons.</p> <p>Ask questions about the weather and seasons.</p> <p>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities.</p>	<p>Recognise and briefly describe the following: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil and valley.</p> <p>Understand that different countries have different climates.</p> <p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>
End of KS expectations KS1		
<ul style="list-style-type: none"> 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. 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; 		



Physical Geography

Year 3	Year 4	Year 5	Year 6
<p>Locate rivers in UK.</p> <p>Locate rivers around the world and in our local environment.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for rivers.</p> <p>Ask and answer questions about rivers.</p> <p>Describe the journey of a river from source to sea.</p> <p>Explore that rivers can flood and the human and physical impacts this can have on a place.</p> <p>Explain that rivers can change over time.</p>	<p>Describe the different climate zones and vegetation belts on a global scale.</p> <p>Be able to say what weather and vegetation is related to these and begin to give reasons why.</p>	<p>Describe and understand key aspects of physical geography, including climate zones and biomes.</p> <p>Learn the names and features of different types of biomes, the characteristics of each biome and how they are the same and different.</p> <p>Compare two biomes.</p> <p>Investigate one biome of choice in depth.</p> <p>Describe how physical geographical features are formed - volcanoes and earthquakes.</p> <p>Recognise and name different parts of a volcano.</p> <p>Recognise and name different types of volcano (composite/ shield / dome / active / dormant / extinct).</p> <p>Compare two different volcanic eruptions studying the human and physical effects.</p> <p>Explain how an earthquake is formed and some effects of an earthquake.</p>	<p>Explain the water cycle using scientific terminology and explain the changes of state.</p> <p>Describe how geographical features change over time.</p>
End of KS expectations KS2			
<ul style="list-style-type: none"> Describe and understand key aspects of: Physical Geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 			

Human Geography

Reception	Year 1	Year 2
Show respect of different cultures.	Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop.	Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Recognise that humans have a choice in their lifestyle. Use the terms to compare different lifestyles.
End of KS expectations KS1		
<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: Key Human Features, including city, town, village, factory, farm, house, office, port, harbour and shop. 		

Year 3	Year 4	Year 5	Year 6
Explain how humans use physical geographical features for a variety of purposes – rivers and mountains.	Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK. (South America and trade links around the world) Compare different types of settlements and land use. Recognise that our choices impact the lives of other people.	Describe how humans are impacted both positively and negatively by physical features. Recognise that humans can have some control over physical features.	Describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Explore where they are located around the world. Analyse the positive and negative impact of a human change on both a local and global scale. Look at how Geographical features impact on this.
End of KS expectations KS2			
<ul style="list-style-type: none"> 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. 			

Geographical Skills and Fieldwork

Reception	Year 1	Year 2
<p>Draw information from a simple map.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Define and use directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right).</p> <p>Identify and follow the four points of a compass.</p> <p>Recognise that maps come in a variety of forms.</p> <p>Make a simple map.</p> <p>Describe the locations and features of a route on a map (pictorial route map including aerial photographs).</p> <p>Use photos to locate a familiar place.</p> <p>Draw simple sketches.</p> <p>Add simple symbols and a key to a route map of the school.</p> <p>Observe and record information about the local area e.g. <i>How many shops there are near the school?</i> Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p> <p>Use aerial photographs to recognise landmarks.</p> <p>Use observational skills to study the geography of their school and the surrounding environment.</p>	<p>Use the four compass points (North, South, East and West) to say simple directions.</p> <p>Use locational and directional language to describe the location of features and routes on a map.</p> <p>Use an atlas quickly and effectively.</p> <p>Use atlases and globes and compass points to compare the location of the local area and Kenya/Gambia.</p> <p>Draw own maps, include a key on a map using my own symbols.</p> <p>Recognise a familiar place from aerial photos.</p> <p>Draw simple diagrams with labels.</p> <p>Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.</p> <p>Collect data using observations and record it in a table.</p>
End of KS expectations KS1		
<ul style="list-style-type: none"> • 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. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • 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. 		

Geographical Skills and Fieldwork

Year 3	Year 4	Year 5	Year 6
<p>Use the 8 points of a compass and how to follow them.</p> <p>Read 4 figure grid references.</p> <p>Explore what jobs a compass and grid references may be useful for.</p> <p>Include a key on a map using common OS symbols. Ask and respond to questions about places and the environment making comparisons.</p> <p>Offer explanations for the location of human and physical features in different localities.</p> <p>Follow a journey using computer mapping – Google Maps / Geocaching.</p> <p>Collect data using surveys and present it in a bar chart.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass and follow directions to the nearest 10 degrees.</p> <p>Use four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world.</p> <p>Understand how colours are used on a map to show different physical zones.</p> <p>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 mapping technologies.</p>	<p>Read and use 6 figure grid references.</p> <p>Explain what data which has either been collected or researched shows and the impact of it.</p> <p>Record data in a line graph.</p> <p>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.</p> <p>Use an atlas to locate tectonic plates around the world including continents/countries/ key cities on these tectonic plates.</p>	<p>Use maps, atlases and globes to locate countries and describe features.</p> <p>Begin to use latitude and longitude to describe location.</p> <p>Compare aerial photos and maps over time.</p> <p>Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Explain what a contour line is and measure height using them.</p> <p>Read an OS map including the grid references, contour lines and OS map symbols.</p> <p>Measure different distances effectively using different OS maps with different scales.</p> <p>Create accurate maps with detailed keys and OS symbols (linked to current learning or of local area).</p> <p>Use an atlas to locate lines of longitude/latitude etc.</p>
End of KS expectations KS2			
<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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 their knowledge of the United Kingdom and the wider world. 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. 			



Vocabulary

Reception	Year 1	Year 2
	Locational language (near, far, right, left), journey, transport, road, same/different, map, North, East, South, West Seasons, Autumn, Winter, Spring, Summer, weather, hot, cold, warm, snow, rain, cloud, fog, wind Country, UK, England, Wales, Scotland, Northern Ireland, capital city, London, Edinburgh, Cardiff, Belfast, English Channel, North Sea, beach, sea, cliff, coast	continent, Africa, Antarctica, Asia, Australia, Europe, North America, South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Antarctic Ocean, Arctic Ocean, Country, atlas, globe, Human & Physical features – forest, hill, mountain, soil, valley, vegetation, city, town, village, factory, farm, house, office, port, harbour, shop Cold place, hot place, Equator, North/South Pole Geographical, observational
End of KS expectations KS1		

Geography Progression of Skills





Vocabulary

Year 3	Year 4	Year 5	Year 6
Landscape, capital city, mountains, hills river, erosion, meander, tributary, mouth, flood plain, water cycle, valley, flooding 8 points of a compass, 4 figure grid references	North/South America, countries of North and South America including capital cities, Brazil, rainforest, layers of a rainforest (shrub/under canopy/canopy/emergent), trade, Human & Physical features.	Human and Physical features, population, atlas, map, key, symbols, Europe, country/countries, similarity/difference Biomes, layers of the Earth (inner core, core, mantle, crust,) tectonic plates, volcano, extinct, dormant, active	Time zone, Greenwich Meridian, capital city, Northern/Southern Hemispheres, Tropic of Cancer/Capricorn, Artic/Antarctic Circle Distribution Ordinance
End of KS expectations KS2			