	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	• Make a display with support, showing all the people who make up the community of the setting. • Identify and describe features in the local environment, e.g. house, farm, church. • Use photos and pictures to locate places in the local environment.	• Name and locate my local town including places of importance to me e.g. home, school. • Understand how some places are linked to other places e.g. roads and trains. • Investigate my surroundings. • Name the four countries of the United Kingdom.	• Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's 7 continents and 5 oceans.	• Name and locate countries, counties and cities of the UK. • Investigate the countries of the UK to identify geographical regions and their identifying human and physical characteristics. • Investigate the countries of the UK to identify their key topographical features (in hills, mountains, coasts and rivers), land-use patterns and understand how some of these aspects have changed over time.	• Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. • Recognise the different shapes of the continents. • Identify where countries are within Europe, including Russia. • Recognise that people have differing qualities of life living in different locations and environments. • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	• Identify the position and significance of latitude/longitude and the Greenwich Meridian and basic time zones. • **Identify the location of: capital cities of countries in the British Isles and the UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent.** • **Locate the main countries in 6 continents on a world map (excluding Antarctica).** • **Identify main environmental regions, key physical and human characteristics, and major cities in the main countries in 6 continents (excluding Antarctica).** • Know about the wider context of places e.g. county, region and country.	• **Locate the main countries in North or South America and locate and name principal cities within these countries concentrating on environmental regions, key human/physical characteristics, countries and major cities.** • Identify the position, significance and key features of the arctic and Antarctic circle.
Human and Physical Geography	• Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather. • Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop.	• Describe seasonal weather changes. • Use basic Geographical vocabulary to refer to physical features of my school and its grounds and of the surrounding environment. • Use basic geographical vocabulary to refer to key physical features (including beach, forest, hill, sea, river, season, weather). • Use basic geographical vocabulary to refer to key human features (including city, town, farm, house, shop).	• Identify seasonal/daily weather patterns in the UK 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 cliff, coast, mountain, ocean, soil, valley, vegetation). • Use basic geographical vocabulary to refer to key human features (including village, factory, office, port, harbour).	• Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers), land patterns and understand how some of these aspects have changed over time. • Identify physical and human features of the given locality. • Explain weather patterns around the UK and parts of Europe. • Describe the types of settlements in modern Britain: villages, towns, cities and land use within the UK.	• Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes, looking at plate tectonics, rivers and the water cycle. Human geography, including: distribution of natural resources focussing on minerals and water.	• **Describe and understand key aspects of: Physical geography, including: mountains** • **Describe and understand Human geography, including: distribution of natural resources including energy and food (production and consumption).** • **Understand how humans effect the environment over time.**	• **Describe and understand key aspects of: Physical geography, including: climate zones, biomes, vegetation belts.** • **Describe and understand Human geography, including: economic activity including trade links. (fair and unfair trade)** • **Know about changes to world environments over time.** • **Understand why people seek to manage and sustain their environment.**
Place Knowledge	• Talk about and describe people and places in the local area. • Talk about the local environment	• Observe and describe the human and physical geography of a small area of the United Kingdom. • Name, describe and compare familiar places. • Link my home with other places in my local community, e.g. shop, school, leisure centre, park. • Talk about some present changes that are happening in my local area or at school. • Suggest ideas for improving the school environment.	• 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 non-European country. • Make simple comparisons about different places.	• Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. • I can understand why there are similarities and differences between places in the UK. • Develop an awareness of how places relate to each other e.g. relationships between locations e.g. residential, agriculture, industrial.	• Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.	• **Compare a region in UK with a region in another continent with significant differences and similarities.**	• **Compare a region in UK with a region in N. or S. America with significant differences and similarities and understand some of the reasons for these similarities and differences.**
Geographical Skills and Fieldwork	• Visit different parts of the local community, including areas where some children may be very knowledgeable.	• Use maps, atlases and globes to identify the 7 continents and 5 oceans. • Use locational and directional language (e.g., near and far, left and right) to describe the location of features and routes on maps. • Draw picture maps from imaginary places and stories. • Use photographs to recognise landmarks and basic human and physical features. • Create simple picture maps. • Use simple fieldwork and observational skills to study the geography of my school and its grounds. • Use simple geographical questions e.g. What is it like to live in this place? • Use simple maps of the local area.	• Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use simple compass directions (North, East, South and West), 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. • Create a simple map and use and construct basic symbols in a key. • Draw a map of a real place known to me (e.g. school, journey to school). • Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. • Use picture books, pictures and stories as sources of information.	• Understand and use a widening range of geographical terms – meander, floodplain, location, industry, transport, settlement, water cycle etc. • Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if this continues? • Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures such as populations, temperatures. • Use fieldwork to observe measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Use fieldwork instruments e.g. camera, rain gauge. • Use 4 compass points to follow or give directions. • Use letter numbers or 4 figure co-ordinates to locate features on a map. • Begin to use the 8 compass points. • Try to make a map of a short route that I have experienced with the features in the correct order. • Know why a key is needed in a map. • Use standard symbols on the OS map.	• Confident using the 8 compass points. • Use 4 figure co-ordinates to locate features on a map. • Make a simple scale drawing. • Follow a route on a large scale map e.g. while orienteering. • Begin to match boundaries e.g. find the boundary of a country. • Draw a sketch map from a high point of view. • Use large scale OS maps. • Use map sites on the internet. • Use a simple database to present findings from fieldwork. • Draw an annotated sketch from observation including description, titles, labels and location information. • Confidently use an atlas.	• Choose to use the 8 compass points when comparing locations. • Explore features on an OS Map using 6 figure grid references. • Begin to draw a variety of thematic maps based on my own data. • Draw a sketch map using symbols and a key. • Recognise and use OS symbols. • Use atlas symbols. • **Compare maps with aerial photos.** • Select a map for a particular purpose e.g. atlas to find Taiwan, an OS map to find a particular local village. • Follow a short route on an OS map and describe features shown. • Measure straight line distances on a plan. • Find/recognise places on maps of different scale e.g. River Nile. • Begin to draw a plan view map. • Use graphs to display data collected.	• **Begin to use 6 figure grid references using latitude and longitude on atlas maps.** • Begin to draw plans with increasing complexity. • **Use atlases to find out about other features of places e.g. wettest part of the world, mountain regions, weather patterns.** • Use lines of longitude and latitude on maps. • Use a scale to measure distances. • Use maps and plans of a range of scales. • Draw a plan view map with some accuracy. • Select appropriate methods of data collection such as interviews. • Use a database to interrogate and amend information collected. • Evaluate the quality of evidence collected and suggest improvements. • Use sketches as evidence in an investigation. • Annotate my sketches and describe and explain geographical processes and patterns. • Use photographic evidence in my investigations and evaluate the usefulness of the images.

				• Use a junior atlas. • Identify features on aerial photographs. • Record findings from fieldtrips. • Select views to photograph and add titles and labels and location information. • Use contents and index pages within atlases. • Recognise the world map as a flattened globe.			