**Geography: Locational Knowledge**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| name, locate and identify some characteristics of the countries of the United Kingdom | name, locate and identify some characteristics of the seven continents | locate, name and identify some characteristics the seven continents on a world map | locate, on a world map, areas with similar environmental regions (desert, rainforest and temperate regions) | locate the main countries in Europe and South/North America, and some principal cities | locate, on a world map, the main countries in Africa, Asia & Australasia/Oceania |
| know the capital cities of the United Kingdom | name and locate the five oceans | locate the main countries of Europe (including Russia) and identify capital cities of Europe | locate and name the main counties and cities in/around England | compare two different regions of the UK (rural/urban) | identify the main environmental regions, key physical and human characteristics, and major cities of the main countries in Africa, Asia & Australasia/Oceania |
| know the surrounding seas of the United Kingdom |  | locate and name the countries making up the British Isles, with their capital cities | identify the longest rivers in the world, largest deserts, highest mountains, and compare with UK | locate and name the main regions and cities in Europe | map how land use has changed in the local area over time (link with local History) |
|  |  | identify the longest rivers in the world, largest deserts, highest mountains, and compare with UK | explain the impact of the Equator, Northern & Southern hemispheres, and Tropics of Cancer & Capricorn on biomes | compare land use maps of the UK from the past with present, focusing on land use | name and locate the topographical features including coast, features of erosion, hills, mountains and rivers |
|  |  | identify the position and significance of the Equator, Northern & Southern hemispheres, and Tropics of Cancer & Capricorn | locate the main countries in Europe and South/North America | identify the position and significance of lines of longitude & latitude, Greenwich Meridian (linking with times zones/night & day) | understand how key topographical features have changes over time |

**Geography: Physical & Human Geography**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| identify daily and seasonal weather patterns in the UK | identify daily and seasonal weather patterns in the UK and compare with a different part of the world | describe and understand key aspects of physical geography, including: erosion, rock formation, coasts, brief introduction to volcanoes and earthquakes | describe and understand key aspects of physical geography, including: rivers and the water cycle (excluding transpiration); climate zones, biomes and vegetation belts | describe and understand key aspects of human geography, including: trade between UK, Europe & the ROW | describe and understand key aspects of physical geography, including: coasts, rivers and the water cycle (including transpiration) |
| identify the location of hot and cold areas of the world | identify the location of hot and cold areas of the world in relation to the Equator and North & South Poles | describe and understand key aspects of human geography, including: trade links; types of settlement in Early Britain | describe and understand key aspects of human geography, including: types of settlements in modern Britain (villages, towns, cities) | understand and discuss fair & unfair distribution of resources globally | describe and understand key aspects of physical geography, including: volcanoes and natural disasters e.g. earthquakes, looking at plate tectonics and the ring of fire |
| use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, valley, sea, ocean, river, soil, vegetation, season, weather, seas, ocean | use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, valley, sea, ocean, river, soil, vegetation, season, weather, seas, ocean |  |  | describe and understand types of settlements, and how these have changed over time | understand and discuss fair & unfair distribution of natural resources, focusing on energy |
| use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, shop, port, harbour, school | use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, shop, port, harbour, school |  |  |  |  |

**Geography: Place Knowledge**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| understand geographical similarities and differences through studying the human & physical geography of a small area of the UK, and of a small area in a contrasting non-European country | understand geographical similarities and differences through studying the human & physical geography of a small area of the UK, and of a small area in a contrasting non-European country | compare a region in the UK with a contrasting region from around the world | understand geographical similarities and differences through studying the human & physical geography of a region in the UK and a region in a European country | compare a region in the UK with a region in North/South America with significant differences and similarities | compare a region in the UK with a region in Africa, Asia or Australasia with significant differences and similarities |
|  |  |  |  | understand some of the reasons for geographical similarities and differences |

**Geography: Geographical Skills & Fieldwork**

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| use world maps, globes and atlases to identify the UK and its countries | use world maps, globes and atlases to identify the countries in the UK and beyond | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| use simple fieldwork and observational skills to study the geography of their school and its grounds, and the key physical and human features of the surrounding environment | use aerial photographs and plan perspectives to recognise landmarks and basic physical and human features | learn the eight points of the compass, 2-figure grid references (co-ordinates), some basic symbols and a key (including the use of simplified Ordnance Survey maps) to build their knowledge of the UK and the wider world | know and use the eight points of the compass and four-figure grid references | know and use the eight points of the compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK in the past and present | expand map skills to include non-UK countries |
| devise a simple map, and use and/or construct basic symbols in a key | devise a simple map, and use and construct basic symbols in a key | use fieldwork to observe and record the physical and human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | use fieldwork to observe, measure and record the physical and human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | use fieldwork to observe, measure and record the physical and human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | extend into six-figure grid references, including longitude and latitude in greater depth |
|  | use simple compass directions (North, South, East & West) and locational and directional language (e.g. left & right, near & far) to describe the location of features and routes on a map |  |  |  | use fieldwork to observe, measure and record the physical and human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies |