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|   | Locational Knowledge | Place knowledge | Human and Physical Geography | Fieldwork | Map work skills | Using maps |
| EYFS*Classroom/**School grounds* | Comment and ask questions about aspects of their familiar worldRespond to questions – like what and where? | Look closely at similarities, differences, patterns and changeTalk about features of their own immediate environment Talk about how environments might vary from one another | Know and use simple geographical vocabulary e.g. near/far up/down, wet, dry.Describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house.  | Use their senses to observe places around themTalk about some of the things they have observed  | Draw my own simple picture maps and plans with labels of places I know, or imaginary places or stories. | Follow directions - up , down, left and right |
| Year 1*School grounds/**Mobberley* | name and locate the four countries and capital cities of the United Kingdom  | 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  | identify seasonal and daily weather patterns in the United Kingdom identify key physical features, including: beach, forest, hill, mountain, sea, ocean, river, season and weatheridentify key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop | 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  | 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 Draw basic maps, including appropriate symbols and pictures to represent places or features   | Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a mapUse photographs and maps to identify features  |
| Year 2*Mobberley**/UK* | 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  | 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  | Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles identify key physical features, e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetationidentify key human features, e.g. city, town, village, factory, farm, house, office, port, harbour, shop |  Complete a chart to express opinions during Fieldwork.Use first hand observation to investigate places – the school grounds, the streets around and the local area.Recognise and record different types of land use, buildings and environments. | 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 Draw or make a map of real or imaginary placesUse and construct basic symbols in a key | use simple compass directions (North, South, East and West) Follow a route on a mapuse aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  |
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| Year 3*UK* | 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 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 timelocate the UK on a variety of different scale mapsname & locate the counties and cities of the UK | understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom | describe and understand key aspects of: physical geography, including: rivers (naming them)volcanoes and earthquakes (processes)human geography of the UK, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  | 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. e.g. Conduct surveys, carry out a simple questionnaire, use simple equipment to measure and record, investigate the local area, looking at types of shops, services and houses. | use the eight points of a compass, four-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 begin to map evidence from fieldwork e.g. sketch annotated views, use plans and aerial photos and satellite imagescreate a simple scale drawing | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use atlases to find places using index/ contents, understand the need for a key, understand the purpose of maps, begin to understand scale and distance on a map, using and applying mathematical skills. |
| Year 4*Europe* | 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 major cities locate Europe on a large scale map or globe,name and locate countries in Europe (including Russia) and their capitals cities | understand geographical similarities and differences through the study of human and physical geography of a region in a European country | describe and understand key aspects of: physical geography, including: rivers (processes)human geography of Europe, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | 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. e.g. Conduct surveys, carry out a simple questionnaire, use simple equipment to measure and record, investigate the local area, looking at types of shops, services and houses. | use the eight points of a compass, four-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 begin to map evidence from fieldwork e.g. sketch annotated views, use plans and aerial photos and satellite imagesdraw a sketch map | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use atlases to find places using index/ contents, understand the need for a key, understand the purpose of maps, begin to understand scale and distance on a map, using and applying mathematical skills. |

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| Year 5*North America* | locate the world’s countries, using maps to focus on North America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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) | understand geographical similarities and differences through the study of human and physical geography of a region within North America | describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation beltsmountains, volcanoes and earthquakes (naming them) and the water cyclehuman geography of North America including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and waterconfidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes. | 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. collect, analyse and communicate with range of data gathered in experiences of fieldwork to show understand of some geographical processes.carry out a focused in depth study, looking at issues/changes in the area.imagine how & why area may change in future. | use the eight points of a compass, 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 Draw a variety of thematic maps based on their own dataDraw a sketch map using symbols and a key Use and recognise OS map symbols regularly | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Compare maps with aerial photographsSelect a map for a specific purposeBegin to use atlases to find out other information (e.g. temperature)Find and recognise places on maps of different scalesunderstand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps |
| Year 6*South America* | locate the world’s countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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) | understand geographical similarities and differences through the study of human and physical geography of a region within South America | describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation beltsmountains, volcanoes and earthquakes (naming them) and the water cyclehuman geography of South America including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and waterconfidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes. | 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. collect, analyse and communicate with range of data gathered in experiences of fieldwork to show understand of some geographical processes.carry out a focused in depth study, looking at issues/changes in the area.imagine how & why area may change in future. | use the eight points of a compass, 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 worldDraw plans of increasing complexityBegin to use and recognise atlas symbols  | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Follow a short route on a OS mapDescribe the features shown on an OS mapUse atlases to find out data about other placesUse 8 figure compass and 6 figure grid reference accuratelyUse lines of longitude and latitude on mapsunderstand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps |