Year 1 and 2 Locational knowledge	Year 1 and 2 Place knowledge	Year 1 and 2 Human and Physical Geography
• Name and locate the world's seven continents and five oceans • Name and locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.	• Small area of the UK. • Small area in a contrasting non-European country.	• Identify seasonal and 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: o Key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. o key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Year 1 and 2 Skills				
Mapping	**Fieldwork**	**Enquiry and Investigation**	**Communication**	**Use of ICT/ technology**
• Use a range of maps and globes (including picture maps) at different scales. • Use vocabulary such as bigger/smaller, near/far. • Know that maps give information about places in the world (where/what?). • Locate land and sea on maps. • Use large scale maps and aerial photos of the school and local area. • Recognise simple features on maps e.g. buildings, roads and fields. • Follow a route on a map starting with a picture map of the school. • Recognise that maps need titles.	• use simple fieldwork techniques such as observation and identification to study the geography of the school and its ground as well as the key human and physical features of its surrounding environment. • Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. • Use simple compass	• Ask simple geographical 'where?' 'what?' and 'who?' questions about the world and their environment e.g. what is it like to live in this place? • Investigate through observation and description. • Recognise	• Speak and write about, draw, observe and describe simple geographical concepts such as what they can see and where. • Notice and describe patterns. • Interpret an create meaningful labels and symbols for a range of places	• Use simple electronic globes/maps. • Do simple searches within specific geographic software. • Use a postcode to find a place on a digital map. • Add simple labels to a digital map. • Use the zoom facility on digital maps and understand that zooming in/out means more/less detail can be seen.

• Recognise landmarks and basic human features on an aerial photos. • Know which direction is North on an OS map. • Draw a simple map e.g. garden, route map, and place in a story. • Use and construct basic symbols in a map key. • Know that symbols mean something on a map. • Find a given OS symbol on a map with support. • Begin to realise why maps need a key. • Look down on objects and make a plan e.g. of the classroom or playground.	directions (NSEW) • Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical needs.	differences between their own and others' lives.	both in and outside the classroom. • Use basic geographical vocabulary to describe local geographical features (tube station, canal) • Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. • Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.	• Use programmable toys or sprites to move around a course/ screen following simple directional instructions. • Use camera and audio equipment to record geographical features, changes, and differences e.g. weather/seasons, vegetation, buildings etc. • Describe and label electronic images produced.

Year 3 and 4 Locational knowledge	Year 3 and 4 Place knowledge	Year 3 and 4 Human and Physical Geography
• Locate the world's countries using maps to focus on Europe (including the location of Russia) and North and South America. • Name and locate countries and cities of the UK. • 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)	• A region of the UK. • A region in a European country. • A region within North or South America.	• Describe and understand key aspects of: ○ **Physical** features, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ○ **Human** features, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Year 3 and 4 Skills

Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT/ technology
• Use a wider range of maps (including digital) atlases and globes to locate countries and features studied. • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. • Use maps at more than one scale. • Recognise that larger scale maps cover less area. • Make and use simple route maps. • Recognise patterns on maps and begin to explain what they show. • Use the index and contents page of atlases. • Label maps with titles to show their purpose.	• Use the 8 points on a compass. • Observe measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. • Make links between features observed in the environment to those on maps and aerial photos.	• Ask more searching questions including, 'how?' and 'why?' as well as 'where?' and 'what?' when investigating places and processes. • Make comparisons with their own lives and their own situation.	• Identify and describe geographical features, processes (changes), and patterns. • Use geographical language relating to the physical and human processes e.g. tributary and source when learning about	• Use the zoom facility of digital maps to locate places at different scales. • Add a range of text and annotations to digital maps to explain features and places. • View a range of satellite images. • Add photos to digital maps. • Draw and follow routes on digital maps. • Use presentation/ multimedia software

• Recognise that contours show height and slope. • Use 4 figure coordinates to locate features on maps. • Create maps of small areas with features on the correct place. • Use plan views. • Recognise some standard OS symbols. • Link features on maps to photos and aerial views. • Make a simple scaled drawing e.g. of the classroom. • Use a scale bar to calculate some distances, • Relate measurement on large scales maps to measurements outside.		• Shoe increasing empathy and describe similarities as well as differences.	rivers. • Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. • Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.	to record and explain geographical features and processes. • Use spreadsheets, tables and charts to collect and display geographical data. • Make use of geography in the news-online reports and websites.

Year 5 and 6 Locational knowledge	Year 5 and 6 Place knowledge	Year 5 and 6 Human and Physical Geography
• Locate the world's countries using maps to focus on Europe (including the location of Russia) and North and South America. • Name and locate countries and cities of the UK. • 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)	• A region of the UK. • A region in a European country. • A region within North or South America.	• Describe and understand key aspects of: o **Physical** features, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o **Human** features, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Year 5 and 6 Skills				
Mapping	**Fieldwork**	**Enquiry and Investigation**	**Communication**	**Use of ICT/ technology**
• Use a wide range of maps, atlases globes and digital maps to locate countries and features studied. • Relate different maps to each other and to aerial photos. • Begin to understand the differences between maps e.g Google maps vs Google Earth, and OS maps. • Choose the most appropriate map/globe for a specific purpose. • Follow routes on maps describing what can be seen. • Interpret and use thematic maps. • Understand that purpose, scale, symbols and style are related.	• Use 8 cardinal points to give directions and instructions. • Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. • Interpret data collected and present the information in a variety of	• Ask and answer questions that are more casual e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? • Make predictions and test simple	• Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. • Use more precise geographical language related to the physical and human	• Use appropriate search facilities when locating places on digital/online maps and websites. • Use wider range of labels and measuring tools on digital maps. • Start to explain satellite imagery. • Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc.

• Recognise different map projections. • Identify, describe and interpret relief features on OS maps. • Use 6 figure coordinates. • Use latitude/ longitude in a globe or atlas. • Create sketch maps using symbols and a key. • Use a wider range of OS symbols including 1:50k symbols. • Know that different scale OS maps use some different symbols. • Use models and maps to discuss land shape i.e. contours and slopes. • Use the scale bar on maps. • Read and compare map scales. • Draw measured plans.	ways including charts and graphs.	hypotheses about people and places.	processes e.g. tundra, coniferous/deciduous forest when learning about biomes. • Communicate geographical information in a variety of ways, including through maps, diagrams, numerical and quantitative skills and writing at increasing length. • Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.	• Collect and present data electronically e.g. electornic questionnaires/surveys. • Communicate geographical info ration electronically e.g. multimedia software, webpage, blog, poster or app. • Investigate electronic links with schools/children in other places e.g. email/video communication.