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|  | **Locational Knowledge** | **Place knowledge** | **Human and Physical Geography** | **Fieldwork** | **Map work skills** | **Using maps** |
| EYFS  *Classroom/*  *School grounds* | To comment and ask questions about aspects of my familiar world.  To respond to questions – like what and where? | To look closely at similarities, differences, patterns and change.  To talk about features of my own immediate environment.  To talk about how environments might vary from one another. | To know and use simple geographical vocabulary e.g. near/far up/down, wet, dry.  To describe a place in simple terms e.g. weather, season, beach, farm, hill, town, shop, house. | To use my senses to observe places around them  To talk about some of the things I have observed | To draw my own simple picture maps and plans with labels of places I know, or imaginary places or stories. | To follow directions - up , down, left and right |
| Year 1  *School grounds/*  *Mobberley* | To name and locate the four countries and capital cities of the United Kingdom.  To begin to recognise the UK on a globe/atlas and know it is part of Europe.  To name and locate the local village. | To observe and describe the human and physical geography of a small area of the United Kingdom.  To identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine). | To identify seasonal and daily weather patterns in the United Kingdom.  To use basic Geographical vocabulary to refer to physical features of their school and its grounds. | To 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. | To understand what a map is and why they are used.  To draw basic maps, including appropriate symbols and pictures to represent places or features.  To interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. | Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.  To use maps, atlases, globes and Google Earth to locate countries and cities.  To follow maps around the school and local area. |

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| Year 2  *Mobberley*  */UK* | To name and locate the world’s seven continents and five oceans.  To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | To 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. | To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  To identify key physical features, e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation  To identify key human features, e.g. city, town, village, factory, farm, house, office, port, harbour, shop | To use first hand observation to investigate places – the school grounds, the streets around and the local area and carry out a simple survey of the school or local area (e.g. weather, traffic).  To use fieldwork to identify physical and human features of a coastal environment. | To draw or make a map of real or imaginary places.  To use and construct basic symbols in a key. | To use simple compass directions (NSEW)  To follow a route on a map.  To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans. |

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| Year 3  UK | To 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  To name and locate counties and cities of the UK geographical regions and their identifying human and physical characteristics, key topographical features (incl hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  To locate the UK on a variety of different scale maps. | To understand geographical similarities and differences through the study of human and physical geography of a region of the UK. | To describe and understand key aspects of:  physical geography, including: rivers (names)  volcanoes and earthquakes (processes, volcano formation, the process of volcanic eruptions, the different types of volcano and their physical effects on the environment.).  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.    To describe and understand the effect of volcanoes on settlements and land use.  To study plate tectonics and the ring of fire.  To describe and understand the causes, processes and effects of Earthquakes, the different types of Earthquakes and their physical effects on the environment, including a focus study on particular Earthquake. | To 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, interview locals, use simple equipment to measure and record, investigate the local area, looking at types of shops, services and houses. | To 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 UK and to describe local geographical features and follow/create a route in the local area/school;  To compare different types of local map.  To begin to map evidence from fieldwork e.g. sketch annotated views, use plans and aerial photos and satellite images.  To create a simple scale drawing.  To start to use standard symbols. | To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  To 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 4  Europe | To 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.  To locate Europe on a large scale map or globe.  To name and locate countries in Europe (including Russia) and their capitals cities. | To understand geographical similarities and differences through the study of human and physical geography of a region in a European country.  To identify the main physical and human characteristics of the countries of Europe and some regions of the world.  To describe geographical similarities and differences between countries. | To 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.  To describe and explain the water cycle.  To describe and explain river formation and key features of river systems.  To describe and understand key aspects of: Types of settlements in modern Britain: villages, towns, cities.  To understand the effect of climate on land use and settlements in different areas of the world, including different European countries. | To 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.  To use fieldwork to study and present information about a local river; create a working river and observe the physical processes involved. | To 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.  To begin to map evidence from fieldwork e.g. sketch annotated views, use plans and aerial photos and satellite images.  To draw a sketch map. | To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  To 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.  To find local places on an Ordnance Survey map.  To investigate what symbols are used on OS maps.  To start to explore the human and physical features represented on OS maps.  To follow a route on a large scale map. |

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| Year 5  *North America* | To 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.  To 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).  To name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.  To understand how these features have changed over time. | To understand geographical similarities and differences through the study of human and physical geography of a region within North America.  To compare a region in UK with a region in N. America with significant differences and similarities. | To describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts  mountains, volcanoes and earthquakes (naming them) and the water cycle  human 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 water  To confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.  To understand and explain how countries and geographical regions are interconnected and interdependent | To 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.  To collect, analyse and communicate with range of data gathered in experiences of fieldwork to show understand of some geographical processes.  To carry out a focused in depth study, looking at issues/changes in the area.  To imagine how & why area may change in future.  To observe and collect information and data from fieldwork, choosing an appropriate method to record evidence as needed and provide reasons for this. | To 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.  To draw a variety of thematic maps based on their own data.  To draw a sketch map using symbols and a key  To use and recognise OS map symbols regularly. | To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  To compare maps with aerial photographs.  To select a map for a specific purpose (E.g. Pick atlas to find Taiwan, OS map to find local village.)  Begin to use atlases to find out other information (e.g. temperature).  To find and recognise places on maps of different scales.  To understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps.  To know how land height is shown on Ordnance Survey maps.  To know what a contour line is and why they are used. |

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| Year 6  *South America* | To 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.  To 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).  To name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.  To understand how these features have changed over time. | To understand geographical similarities and differences through the study of human and physical geography of a region within South America.  To compare a region in UK with a region in S. America with significant differences and similarities.  To understand some of the reasons for similarities and differences. | To describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts.  mountains, volcanoes and earthquakes (naming them) and the water cycle.  human 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 water.  To confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.  To collect and analyse statistics and other information in order to draw clear conclusions about locations. | Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media, including interviews with locals, population data, use of land in the school locality (e.g. classification of buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs.  To imagine how & why area may change in future. | To 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.  To draw plans of increasing complexity.  To begin to use and recognise atlas symbols. | To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  To follow a short route on a OS map.  To describe the features shown on an OS map.  To use atlases to find out data about other places.  To use 8 figure compass and 6 figure grid reference accurately.  To use lines of longitude and latitude on maps.  To understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps.  To understand how distance is represented on a map. |