

Inspire curiosity about the world and its people and develop knowledge about diverse places, people, resources and natural and human environments.

KS1 – Key Aims

Develop knowledge about the world, the UK and their locality.
 Understand basic subject-specific vocabulary relating to human and physical geography.
 Begin to use geographical skills such as first hand observation to enhance their locational awareness.

KS2 – Key Aims

Extend knowledge and understanding beyond the local area to include the UK, Europe, North and South America.
 Build knowledge of the world's most significant human and physical features.
 Use geographical knowledge, understanding and skills to enhance their location and place knowledge.

Place Knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the World	UK and Weather Exploring our local area- Our School	The World Exploring our local area- Our Town	North and South America Mountains, Volcano and Earthquakes Skills and Field work	South America Climate change Skills and field work	The UK and Coastlines Field work and map skills Water cycle and sustainability	Europe, Rivers and sustainability Skills and field work
ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between	Recognise similarities and differences between human features of places within the UK <i>I can talk about similarities and difference in the human features.</i>	Make simple comparisons between features of different places <i>I can talk about similarities and difference in the human and physical features.</i>	Recognise geographical features of a region within North or South America <i>I can name the human and physical features of a region.</i> <i>I can talk about</i>	Explain geographical features of a region within North or South America. <i>I can describe the human and physical features of the regions studied.</i> <i>I can discuss</i>	Recognise and explain geographical features of a region of the UK <i>I can describe the human and physical features of the regions studied.</i> <i>I can explain some reasons for</i>	Recognise and explain geographical features of a region within a European country. <i>I can describe the human and physical features of the regions studied.</i> <i>I can discuss a range</i>

<p>the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>I can recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can explore the natural world around me.</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>I can recognise some environments that are different from the one in which I live.</p> <p>I can understand the</p>	<p>I can talk about similarities and differences between myself and other people.</p>	<p>I can talk about similarities and differences between my life and people in a small area outside of Europe.</p>	<p>similarities and difference of the cultures of where I live and an regions of North or South America</p>	<p>similarities and difference between the cultures and customs of places I have studied</p>	<p>differences between the cultures and customs of places I have studied</p>	<p>of reasons for differences between the cultures and customs of places I have studied</p>
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<p>effect of changing seasons on the natural world around me.</p>						
<p>ELG: The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>I can recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Recognise similarities and differences between physical features of place within the UK</p> <p>I can talk about similarities and difference in the physical features</p>	<p>Compare and contrast a small area of the UK with a small area in a non-European country</p> <p>I can talk about the similarities and different between where I live and a small area outside of Europe.</p>	<p>Compare and contrast the regions study with a small local area of the UK.</p> <p>I can talk about the similarities and different between where I live and a region in North or South America.</p>	<p>Compare and contrast the regions study with a small local area of the UK and with support explore reason why places are different.</p> <p>I can talk about the similarities and different between my local area and two other regions.</p> <p>I can give reasons why places are different.</p>	<p>Compare and contrast the regions they study using secondary sources begin to give several reasons why places are different.</p> <p>I can talk about the similarities and different between where I live and two places other in the UK</p> <p>I can discuss different reasons why places are different.</p>	<p>Compare and contrast and explain several reasons for how and why places a similar to or different from one another.</p> <p>I can talk about the similarities and differences between where I live and two places within Europe.</p> <p>I can discuss different reasons why places are different or similar to each other.</p>

Locational Knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>I can recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>I can recognise some environments that are different from the one in which I live.</p>	<p>Learn names of countries within the United Kingdom</p> <p>I can point out and name the 4 countries of the UK.</p>	<p>Locate and describe the four countries and capital cities of the UK.</p> <p>I can locate the 4 countries of the UK.</p> <p>I can identify different characteristics of each country.</p>	<p>Use maps, atlases and globes to name and locate countries in North and South America.</p> <p>I can find countries in North and South America on a map.</p>	<p>Locate and name countries of North and South America and their capital cities on world maps, atlases and globes.</p> <p>I can locate countries in North and South America on a map.</p> <p>I can point out the capital cities of countries</p>	<p>Use maps, atlases and globe to names and locate countries, counties and cities of the UK.</p> <p>I can locate the countries of the UK.</p> <p>I can locate the counties of the UK.</p> <p>I can name major cities of the UK.</p>	<p>Use maps, atlases and globe to names and locate countries and cities of Europe.</p> <p>I can locate the countries of Europe.</p> <p>I can locate the capitals cities of Europe</p>
<p>ELG: The Natural World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Learn names of UK capital cities and surrounding seas.</p> <p>I can talk about the capital cities of the UK.</p> <p>I can name the seas</p>	<p>Name and locate the seven continents and five oceans</p> <p>I can name the 7 continents.</p> <p>I can name the 5 oceans.</p>	<p>Describe the physical and human characteristics of North and South America.</p> <p>I can name the physical features of a region.</p>	<p>Describe the environmental, physical and human characteristics of North and South America.</p> <p>I can name and locate the physical features</p>	<p>Describe the environment, physical and human characteristics of regions of the UK.</p> <p>I can name and locate key physical features around the UK.</p>	<p>Describe the environment, physical and human characteristics of regions of Europe.</p> <p>I can name and locate key physical features around Europe</p>

<p>I can explore the natural world around me.</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>I can understand the effect of changing seasons on the natural world around me.</p>	<p>surrounding the UK.</p>	<p>I can discuss where my family and I come from, thinking about how places are connected.</p>	<p>I can name the human features of a region.</p> <p>I can begin to recognise how places are linked around the world</p>	<p>of a region.</p> <p>I can name and locate the human features of a region.</p> <p>I can describe environmental regions within the continents and countries.</p>	<p>I can name and locate key human features of the UK.</p> <p>I can describe the environmental regions of the UK.</p> <p>I can to recognise how the UK is linked to other places around the world.</p>	<p>I can name and locate key human features around Europe.</p> <p>I can describe the environmental regions around Europe.</p> <p>I can discuss how the UK and Europe are linked to each other and with other places around the world</p>
	<p>Locate and name major features of the UK on a map</p> <p>I can point out the UK on a world Map.</p> <p>I can talk about some key features of the UK e.g. capital cities, rivers, seas</p>	<p>Identify & describe where places are using globes and simple maps.</p> <p>I can point out the 7 continents on a map or globe.</p> <p>I can point out the 5 oceans on a map or globe</p>	<p>Recognise and locate key hills and mountains around the UK.</p> <p>I can name and locate mountains within the UK.</p> <p>I can begin to discuss land use near these physical features.</p>	<p>Locate mountains, volcanoes and significant coastal areas around the world.</p> <p>I can name and locate mountains within the UK and around the world.</p> <p>I can identify significant marine features around the world e.g. Great Barrier Reef</p>	<p>Recognise, locate and describe coastlines around the UK.</p> <p>I can describe similarities and differences between coastlines.</p> <p>I can discuss and why coastlines have changed over time</p>	<p>Recognise and describe key rivers around the UK.</p> <p>I can name and locate rivers in the UK</p> <p>I can discuss how physical features have impacted land use.</p> <p>I can discuss how land use has changed over time.</p>
			<p>Locate the Northern hemisphere, Southern hemispheres, Arctic and Antarctic circles. Begin to identify the significance of these.</p>	<p>Locate the equator, topic of Cancer and Capricorn and identify the significance of these areas.</p>	<p>Locate the prime/Greenwich Meridian and time zones around the world and identify the significance of these areas.</p>	<p>Identify and understand latitude and longitude.</p> <p>I can understand what is meant by longitude and</p>

			<p>I can locate: -The Northern and Southern Hemispheres -Arctic and Antarctic circles</p> <p>I can begin to discuss why these are significant places.</p>	<p>I can locate: - The Equator. -The topics of Cancer and Capricorn.</p> <p>I can discuss why these are significant areas.</p>	<p>I can locate: -The Greenwich Meridian -Different times zones around the world.</p> <p>I can explain the significance and impact of time zones</p>	<p>latitude.</p> <p>I can identify the longitude and latitude of regions I have studied.</p>
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Human and Physical Geography

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>ELG: The Natural World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>I can explore the natural world around me.</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>I can understand the effect of changing seasons on the</p>	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>I can name and order the four seasons.</p> <p>I can describe daily weather and how it changes.</p> <p>I can discuss what the weather is like in different seasons.</p>	<p>Identify hot and cold areas of the world in relation to the equator and the North and South Poles.</p> <p>I can locate hot and cold areas on a map.</p> <p>I can talk about why some places are hot and others are cold.</p>	<p>Describe and understand key physical features – Mountains, Volcanoes and Earthquakes.</p> <p>I can explain how volcanoes are formed</p> <p>I can explain how earthquakes happen.</p> <p>I can locate and describe key mountain ranges and volcanoes around the world.</p> <p>I can locate areas in which earthquakes</p>	<p>Describe and understand key physical features – Climate Zones, Biomes and Vegetation belts.</p> <p>I can locate different climate zones on a world map.</p> <p>I can describe the key characteristics of each biome and compare them.</p> <p>I can identify vegetation belts.</p>	<p>Describe and understand key physical features – The Water Cycle and Coastlines</p> <p>I can describe the water cycle and explain the different stages.</p> <p>I can explain how coastlines are different around the UK.</p> <p>I can discuss why and how coastlines have changed over time</p>	<p>Describe and understand key physical features – Rivers</p> <p>I can describe how rivers are formed.</p> <p>I can describe how rivers may change over time.</p>

natural world around me.			occur.			
<p>ELG: The Natural World</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>I can recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can recognise some environments that are different from the one in which I live.</p>	<p>Use geographical vocabulary to describe human features: city, town, village, house, office, shop</p> <p>I can use basic geographical vocabulary to describe human features.</p>	<p>Use geographical vocabulary to describe human features: <i>Year 1 words and</i> factory, farm, park, pier, port, harbour</p> <p>I can use geographical vocabulary to describe human features.</p>	<p>Describe and understand key human features – types settlements and land use.</p> <p>I can discuss reasons why settlements were formed.</p> <p>I can compare settlements.</p> <p>I can discuss how land use has changed over time.</p>	<p>Describe and understand key human features – distribution of natural resources such as food.</p> <p>I can explain where food is grown around the world.</p> <p>I can begin to discuss how food is transported between countries.</p>	<p>Describe and understand key human features – types settlements, land use and trade links</p> <p>I can discuss how settlements positively and negatively impact the environment</p> <p>I can discuss trade links between countries</p>	<p>Describe and understand key human features – distributions of natural resources such as energy, water and food</p> <p>I can explain how natural resources are distributed around the globe.</p> <p>I can discuss how the use of natural resources can impact the environment.</p>
	<p>Use geographical vocabulary to describe physical features: beach, cliff, coast, sea, season, weather, river</p> <p>I can use basic geographical vocabulary to</p>	<p>Use geographical vocabulary to describe physical features: <i>Year 1 words and</i> forest, vegetation, soil, hill, mountain, valley, ocean</p> <p>I can use geographical</p>	<p>Use appropriate geographical vocabulary related to the topics studied.</p> <p>I can explain the terms physical geography and human geography.</p>	<p>Use appropriate geographical vocabulary related to the topics studied.</p> <p>I can explain the differences between the terms human and physical geography</p>	<p>Accurately use geographical vocabulary related to the topics studied</p> <p>I can accurately use a wide geographical vocabulary to identify describe and compare features of</p>	<p>Confidently use geographical vocabulary related to the topics studied</p> <p>I can accurately and confidently use a wide geographical vocabulary to identify describe and</p>

	describe physical features	vocabulary to describe physical features	I can begin to use a range of geographical vocabulary to identify and describe features of places studied.	I can use a wide geographical vocabulary to identify describe and compare features of the places studied.	the places studied.	compare features of the places studied.
			<p>Learn about the environmental impact of people and settlements</p> <p>I can identify how settlements have changed land use over time</p> <p>I can identify some examples of how economic activities has changed place over time.</p>	<p>Recognise how people can improve or damage an environment</p> <p>I can discuss the positives and negatives of human activity in locations studied</p> <p>I can discuss how human activity affects the climate of a place over time and how humans try to manage this impact.</p> <p>I can discuss my own views about geographical issues</p>	<p>Recognise how and why people may seek to manage environments sustainably</p> <p>I can discuss ways in which humans try to manage coastal areas and the impact of these actions.</p> <p>I can understand different views people hold about geographical issues</p>	<p>Investigate how decisions about places and environment impact the future quality of people's lives</p> <p>I can investigate human activity in an area.</p> <p>I can discuss the impact on the climate over time and how humans try to manage this impact.</p> <p>I can discuss and debate different views people hold about geographical issues</p>

Geographical Skills & Fieldwork

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ELG: The Natural World Explore the natural world around them,	Use maps and globes to identify the UK, its countries and seas.	Use maps, globes and atlases to identify the UK, continents, countries and oceans	Use maps, globes, atlases and digital mapping to locate countries and	Use maps, globes, atlases and digital mapping to locate countries and	Use maps, globes, atlases and digital mapping to locate countries and	Use maps, globes, atlases and digital mapping to locate countries and

<p>making observations and drawing pictures of animals and plants;</p> <p>I can explore the natural world around me.</p> <p>I can describe what I see, hear and feel whilst outside.</p> <p>I can recognise some environments that are different from the one in which I live.</p>	<p>I know that maps give information about the world.</p> <p>I can recognise simple features on a map.</p> <p>I can use maps to talk about where I live and local places.</p>	<p>studied.</p> <p>I can explain what information is shown in world maps.</p> <p>I can recognise features on maps, globes and in atlases.</p> <p>I can use information on maps to talk about places.</p>	<p>describe features of regions studied.</p> <p>I can find information using maps, globes and atlases.</p> <p>I can discuss what places are like using the information from maps.</p> <p>I can use the index and contents page of atlases.</p>	<p>describe features of regions studied.</p> <p>I can find information using maps, globes and atlases, using it to explain what places are like</p> <p>I can recognise some patterns in maps and begin to explain what they show e.g. contours show height and slope.</p> <p>I can begin to use thematic maps and maps of different scales.</p>	<p>describe features of regions studied.</p> <p>I can relate different maps to each other and use them to explain what places are like.</p> <p>I can use thematic maps for a specific purpose.</p> <p>I know that purpose, scale, symbols and style are related and can explain how the connect.</p>	<p>describe features of regions studied.</p> <p>I can use a range of maps at different scales and explain how they are related to each other.</p> <p>I can explain the different information shown on related maps and describe the places I have studied.</p> <p>I can interpret distribution maps and use thematic maps to gather information.</p>
	<p>Begin to use locational and directional language to describe the location of feature on a map.</p> <p>I can use terms such as near, far, left and right to describe where places are with support.</p>	<p>Use locational and directional language to describe the location of features on a map.</p> <p>I can use terms such as near, far, left and right to describe where places are.</p> <p>I can begin to explain why places are where they are.</p>	<p>Use letter and number coordinates to describe the location of features on a map</p> <p>I can understand simple grid references.</p> <p>I can use letter number coordinates to locate features on a map.</p>	<p>Use more complex letter and number coordinates to confidently describe the location of features on a map</p> <p>I can understand and use simple grid reference to locate features on a map.</p> <p>I can begin to use 4-figure grid references.</p> <p>I can describe to location of places using its grid</p>	<p>Use 4-figure grid reference to describe the location of features on a map.</p> <p>I can use and understand 4-figure grid references to locate features on a map.</p> <p>I can begin to explore 6-figure grid references.</p> <p>I know that 6-figure grid references are more accurate than</p>	<p>Use 6-figure grid references to describe the location of features on a map.</p> <p>I can use and understand 6-figure grid references to locate features on a map.</p> <p>I know that 6-figure grid references are more accurate than 4-figure grid references.</p>

				reference on a map.	4-figure grid references.	
	<p>Use locational and directional language to understand routes on a map.</p> <p>I can follow a route on a prepared map e.g. route around the school</p>	<p>Use locational and directional language to describe routes on a map.</p> <p>I can plot a simple written route onto a prepared map</p> <p>I can create and describe my own route using a prepared map.</p>				
	<p>With support use simple compass directions such as North, South East and West.</p> <p>I can begin to say direction N, S E W are in 'real life' situations.</p> <p>I can begin to give directions using N, S, E, W in 'real life' situations.</p>	<p>Use geographical terms and directions such as North, South East and West.</p> <p>I can use compass directions when describing location on place on a map.</p> <p>I can use compass directions when describing a map route.</p>	<p>Begin to use 8 points of a compass to describe location of features on a map.</p> <p>I can begin to use 8-point compass directions when describing location on place on a map.</p> <p>I can use 8 point compass directions when describing a given map route.</p>	<p>Use 8 points of a compass to describe location of features on a map.</p> <p>I can confidently use 8-point compass directions when describing location on place on a map.</p> <p>I can give directions using an 8-point compass.</p>	<p>Use 8 points of a compass to build knowledge of the UK</p> <p>I can give directions and instructions using 8-compass points to UK landmarks.</p> <p>I can align and follow routes on a map describing what could be seen.</p>	<p>Use 8 points of a compass to build knowledge of the UK and wider world.</p> <p>I can give detailed directions and instructions using 8-compass points to global landmarks.</p> <p>I can use latitude and longitude on an atlas or globe to describe to location of features.</p>
	<p>Use aerial photos to recognise landmarks and basic human and physical features.</p> <p>I can use large scale vertical aerial photos.</p>	<p>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>I can discuss features</p>	<p>Begin to use OS maps to recognise landmarks and basic human and physical features of the UK.</p> <p>I can find a given</p>	<p>Use OS maps to recognise landmarks and basic human and physical features of the UK and approximate distances using a</p>	<p>To recognise OS an atlas symbols to build knowledge of the UK and wider world.</p> <p>I can recognise agreed atlas and OS</p>	<p>To use and recognise OS and atlas symbols to build knowledge of the UK and wider world</p> <p>I can recognise and</p>

	<p>I can find information on an aerial photo.</p> <p>I can label human and physical features on aerial photos.</p>	<p>shown in aerial photos and plan perspectives.</p> <p>I can look down on objects and make a plan.</p>	<p>Ordnance Survey symbol on a map.</p> <p>I can match some OS symbols to the human and physical features they show.</p>	<p>scale.</p> <p>I can locate some features on a map using OS symbols.</p> <p>I can approximate distance between features on a map using a scale.</p>	<p>symbols to locate features on a range of maps.</p> <p>I can use knowledge of OS map symbols to describe location of landmarks around the UK.</p>	<p>use agreed atlas and OS symbols to locate features on a range of maps.</p> <p>I can use knowledge of OS map symbols to describe location of landmarks around the UK and wider world</p>
	<p>Begin to draw simple maps</p> <p>I can draw a simple map of an imaginary place with support.</p> <p>I can draw a simple sketch map of my classroom.</p>	<p>Draw simple maps</p> <p>I can draw a simple map of a real or imaginary place.</p> <p>I can draw a sketch map of my school and my route to school.</p>	<p>Draw sketch maps of local area during fieldwork recording human and physical features</p> <p>I can make a short map of a route with features in the correct order</p> <p>I can use a standard key.</p>	<p>Draw sketch and annotate maps of local area during fieldwork</p> <p>I can make maps of small areas and short routes with features in the correct place.</p> <p>I can use a standard key including some OS style symbols</p>	<p>Draw and annotate sketch maps and plans to record fieldwork observations</p> <p>I can make sketch maps of an area using symbols and a key beginning to think about scale</p> <p>I can use standard symbols consistently and a wider range of OS symbols</p>	<p>Draw and annotate detailed sketch maps and plans to record fieldwork observations</p> <p>I can make a plan of an area with scale.</p> <p>I can use agreed OS symbols</p>
	<p>Use basic symbols in a key</p> <p>I can use given symbols in a key to show features on a map</p>	<p>Construct and use basic symbols in a key</p> <p>I can create clear symbols in a key to show features on a map</p>				
	<p>Use simple fieldwork and observational skills to study school and grounds</p>	<p>Use simple fieldwork and observational skills to school grounds and</p>	<p>Use fieldwork to observe and record the human and physical features of</p>	<p>Use fieldwork to observe, measure record the human and physical features</p>	<p>Use fieldwork to observe, measure record the human and physical features</p>	<p>Use fieldwork to observe, measure record the human and physical features</p>

	<p>I can investigate my surrounding and with support discuss my observations.</p> <p>I can use digital media to label features of my school.</p>	<p>surrounding environment.</p> <p>I can discuss my observations of my school and surrounding environment.</p> <p>I can use secondary sources to investigate places and people.</p>	<p>the local area.</p> <p>I can ask geographical questions during fieldwork.</p> <p>I can understand how geographical questions will support my investigation and observation.</p>	<p>of the local area.</p> <p>I can ask appropriate geographical questions that will further develop my fieldwork observations</p> <p>I can use appropriate fieldwork skills and instruments to measure and record.</p>	<p>a small area.</p> <p>I can suggest relevant questions for geographical fieldwork.</p> <p>I can record and present fieldwork in the most appropriate way</p>	<p>a small area.</p> <p>I can investigate my own geographical questions using the most appropriate methods.</p> <p>I can accurately use a range of measuring instruments and record data collected appropriately.</p>
			<p>With support begin to present fieldwork observations using a range of methods such as graphs and digital technologies.</p> <p>I can begin to draw conclusions from fieldwork and investigations</p> <p>I can begin to use given charts, graphs and tables to record information.</p>	<p>Begin to present fieldwork observations using a range of methods such as graphs and digital technologies.</p> <p>I can analyse evidence and draw conclusions from fieldwork and investigations.</p> <p>I can use charts, graphs and tables to record and present information.</p> <p>I can communicate finding from fieldwork in appropriate ways and using geographical terms.</p>	<p>Present fieldwork observations with support choosing the most appropriate methods</p> <p>I can analyse evidence, draw conclusions and use research to make decisions.</p> <p>I can ICT to record and present fieldwork data</p>	<p>Present fieldwork observations choosing the most appropriate methods</p> <p>I can analyse evidence and draw conclusions, selecting and using graphs, charts and tables appropriate to the data.</p> <p>I can make decisions and suggest improvements based on research</p> <p>I can use ICT and digital media to enhance learning and present my findings</p>