

Geography: EYFS

Birth- 3 Year Olds

Explore and respond to different natural phenomena in their setting and on trips.

- Encourage toddlers and young children to enjoy and explore the natural world e.g. standing in the rain with wellies and umbrellas; walking through tall grass; splashing in puddles; seeing spring daffodils; looking for worms and visiting the beach and exploring the sand, pebbles and paddling in the sea.

3- 4 Year Olds

Talk about what they see, using a wide vocabulary.

- Discuss with pre-schoolers the local environment and what they can see from various places including school and home.

Begin to understand the need to respect and care for the natural environment and all living things.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.

- Talk about holidays that they have been on.
- Talk about families around the world.
- Talk about similarities and differences.

Reception

Draw information from a simple map.

- Draw children's attention to the immediate environment; introducing and modelling new vocabulary.
- I can name the road, village, town and city the school is located in.
- I can look at aerial views of the school setting and comment on what I notice; recognising buildings, open space, roads and other simple features.
- I can draw a simple map of my immediate environment or maps from imaginary story settings.

Recognise some similarities and differences between life in this country and life in other countries.

- I know about places in the world that contrast with places I know.
- I can use relevant vocabulary to describe contrasting locations.
- I know that some children in different countries have similar/different lives to me e.g. how they travel to school, what they eat, where they live etc.

Explore the natural world around them.

- I can describe how we care for the natural world.
- I can sing songs and join in with rhymes about the natural world.
- I can draw pictures of the natural world.

Recognise some environments that are different to the one in which I live.

- I know contrasting environments within my local or national region.
- I can name natural and man-made features of the natural world.
- I can understand the effects of the change in seasons on the natural world around me.
- I can spot changes in the weather or seasonal features.
- I can note and record the weather.

Geography: Year 1

Locational Knowledge		Place Knowledge	Human and Physical Geography		Skills and Fieldwork
<i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i>	<i>Name and locate the world's seven continents and five oceans.</i>	<i>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.</i>	<i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i>	<i>Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop.</i>	<i>Use world maps, atlases and globes. Use simple compass directions. Use aerial photos and construct simple maps. Undertake simple fieldwork within school locality.</i>
I can name the four countries that make up the UK and locate them on a map. • GK: I can name some of the features of an island. • GK: I can name some of the main towns and cities in the UK. CHALLENGE: I can name a few towns in the south and north of the UK. I can name the three main seas that surround the UK.		I can name features of hot and cold places in the world. • HG: I know about the things that are in hot and cold places. • HG: I can tell you something about the people who live in hot and cold places. • HG: I can explain what people might wear if they lived in a hot or very cold place. • GE: I can think of a few questions to ask about a locality. CHALLENGE: I can name different jobs that people living in my area might do. • GE: I can answer some questions using different resources, such as: books, Internet and atlases.	I can name which is the hottest and coldest season in the UK. • HG: I can begin to explain why I would wear different clothes at different times of year. • PG: I can explain how the weather changes with each season. • PG: I can name the seasons. I can recognise and name the main weather symbols. • GE: I can keep a weather chart. CHALLENGE: I can answer questions using a weather chart. • GE: I can answer questions about the weather. CHALLENGE: I can make plausible predictions about what the weather may be like later in the day or tomorrow. I can name main differences between a city, town and village. • PG: I can describe a locality using words and pictures. • PG: I can name key features associated with a town or village, e.g., church, farm, shop, house, etc. CHALLENGE: I can name key features associated with a town or village, e.g., factory, detached house, semi-detached house, terrace house, etc. • GE: I can think of a few questions to ask about a locality. • GE: I can say what I like about my locality. • GE: I can sort things I like and don't like about my locality. • GE: I can answer some questions using different resources, such as: books, Internet and atlases.		I can locate where the equator, North Pole and South Pole are on a globe / atlas. I can find N, E, S and W on a compass. I know my address, including my postcode.

Geography: Year 2

Locational Knowledge		Place Knowledge	Human and Physical Geography		Skills and Fieldwork
<i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i>	<i>Name and locate the world's seven continents and five oceans.</i>	<i>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.</i>	<i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i>	<i>Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop.</i>	<i>Use world maps, atlases and globes. Use simple compass directions. Use aerial photos and construct simple maps. Undertake simple fieldwork within school locality.</i>
I can name and locate the seven continents of the world. CHALLENGE: I can make inferences by looking at a weather chart. CHALLENGE: I can make plausible predictions about what the weather may be like in different parts of the world. I can name and locate the five oceans of the world. CHALLENGE: I can locate some of the major rivers and mountain ranges. I can name and locate the four capital cities of England, Wales, Scotland and Northern Ireland. • GK: I can name some major cities of England, Wales, Scotland and Northern Ireland. • GK: I can find where I live on a map.		I can describe the main differences between a place in England and that of a small place in a non-European country. • GE: I can find out about a locality by using different sources of evidence. CHALLENGE: I can explain how the weather affects different people. • GE: I can find out about a locality by asking someone else relevant questions. • GE: I can say what I like and don't like about my locality and another locality like the seaside. • HG: I can explain how the jobs people do may be different in different parts of the world. • PG: I can explain what makes a locality special. • PG: I can describe some places which are not near school. • PG: I can describe a place outside Europe using geographical words. CHALLENGE: I can use maps, photographs, film or plans to describe a contrasting locality outside Europe.	I can identify the following physical features: mountain, lake, island, valley, river, cliff, forest, coast and beach. • PG: I can describe some physical features of my locality. • GE: I can label a diagram or photograph using some geographical words. • GE: I know the key features of a place from a picture using some geographical words. • PG: I can describe some of the features associated with an island. I can explain some of the advantages and disadvantages of living in a city or village. • HG: I can explain what facilities a town or village might need. • HG: I can describe some human features of my locality, such as the jobs people do. • HG: I can explain whether I think people can spoil an area and how. • HG: I can describe how people try to improve an area.		I can name and use the terminologies: left and right; below, next to, etc. CHALLENGE: I can point out North, South, East and West associated with maps and compass. CHALLENGE: I can find the longest and shortest route using a map.

Geography: Year 3

Locational Knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 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 time.	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).
I can name and locate at least eight European countries. • GK: I can name and locate the capital cities of neighbouring European countries. • GK: I can use maps to locate European countries and capitals. CHALLENGE: I can name the two largest seas around Europe.	I can name and locate at least eight counties and at least six cities in England. • GK: I know the difference between the British Isles, Great Britain and the UK. • GK: I can locate and name some of the main islands that surround the UK. • GK: I can name the areas of origin of the main ethnic groups in the UK and in my school. CHALLENGE: I can the counties that surround my own county of Herefordshire. CHALLENGE: I can name some of the main towns and cities in Herefordshire and Gloucestershire.	I can name four countries from the southern hemisphere and four from the northern hemisphere. • GK: I can name a number of countries in the Northern Hemisphere. • GK: I know whether a country is in the Southern or Northern hemisphere.

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Describe and understand key aspects of human geography, 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 maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
I can describe at least five differences between living in the UK and a Mediterranean country. • GE: I can use the correct geographical words to describe a place and the events that happen there. • GE: I can identify key features of a locality by using a map. • GK: I am aware of different weather in different parts of the world, especially Europe. • HG: I can confidently describe the human features of a locality. • HG: I can explain why a locality has certain human features.	I can describe what causes an earthquake. • PG: I can describe how earthquakes are created. I can label the different parts of a volcano. • PG: I can describe how volcanoes are created.		I can name the eight points of a compass. • PG: I can recognise the 8 points of a compass (N, NW, W, S, SW, SE, E, NE). • GE: I can accurately plot N, S, E and W on a map. • GE: I can use some basic OS map symbols. • GE: I can begin to use 4-figure grid references.

• HG: I can explain why a place is like it is. • HG: I know why people may choose to live in one place rather than another. • HG: I can explain how the lives of people living in the Mediterranean would be different from mine. • PG: I can confidently describe physical features in a locality. CHALLENGE: I can explain why a locality has certain physical features. • PG: I can locate the Mediterranean and explain why it is a popular holiday destination. CHALLENGE: I can explain how people's lives vary due to weather.	• HG: I can describe how volcanoes have an impact on people's lives. • GK: I can locate and name some of the world's most famous volcanoes.		• GE: I can make accurate measurement of distances within 100km. CHALLENGE: I can work out how long it would take to get to a given location taking account of the mode of transport.
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Geography: Year 4

Locational Knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 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 time.	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).
Know the names of and locate at least eight major capital cities across the world ●GE: I can find the same place on a globe and in an atlas. ●PG: I can describe the main features of a well-known city. ●PG: I can describe the main physical differences between cities and villages.	Know where the main mountain regions are in the UK. GE: I can find the same place on a globe and in an atlas. PG: I can describe the main features of a village. PG: I can use appropriate symbols to represent different physical features on a map. Know, name and locate the main rivers in the UK.	Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know what is meant by the term 'tropics'

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Describe and understand key aspects of human geography, 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 maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	Know and label the main features of a river. I know about the course of a river. Know the name of and locate a number of the world's longest rivers. GE: I can find the same place on a globe and in an atlas. GE: I can label the same features on an aerial	Know why most cities are located by a river. GE: I can carry out a survey to discover features of cities and villages. HG: I can explain why people are attracted to live in cities.	I can use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. Know how to plan a journey within the UK, using a road map. GE: I can plan a journey to a place in England. GE: I can plan a journey from my town/city to another place in England. CHALLENGE: I can give accurate measurements between two given places within the UK.

	photograph as on a map. PG: I can use appropriate symbols to represent different physical features on a map. Know the names of a number of the world's highest mountains. Explain the features of a water cycle. PG: I can explain why water is such a valuable commodity.	HG: I can explain why people choose to live in a village rather than a city. HG: I can explain how a locality has changed over time with references to human features. CHALLENGE: I can explain how a locality has changed over time with references to physical features. HG: I can find different views about an environmental issue. I can share my own view. HG: I can suggest different ways a locality can be changed and improved. CHALLENGE: I can explain how people are trying to manage their environment.	
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Geography: Year 5

Locational Knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 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 time.	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).
I know the names of a number of European capitals. GK: I know the countries that make up the European Union. I know the names of, and locate, a number of south or north American countries. I can locate the USA and Canada on a world map and atlas. I can locate and name the main countries in South America on a world map and atlas.		

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Describe and understand key aspects of human geography, 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 maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
I know the key differences between living in the UK and in a country in either North or South America. GE: I can collect information about a place and use it in a report. GE: I can find possible answers to my own geographical questions. GE: I can make detailed sketches and plans; improving my accuracy later. GE: I can plan a journey to a place in another part of the world, taking account of distance and time. CHALLENGE: I can work out an accurate itinerary detailing a journey to another part of the world. PG: I can explain how a location fits into its wider geographical location; with reference to physical features. HG: I can explain how a location fits into its wider geographical location; with reference to human and economical features. HG: I can explain what a place might be like in the future, taking account of issues impacting human features.	I know what is meant by biomes and the features of specific biome. I can label layers of a rainforest and know what deforestation is. CHALLENGE: I can report on ways in which humans have both improved and damaged the environment.		I know how to use graphs to record features such as temperature or rainfall. CHALLENGE: I am beginning to recognise the climate of a given country according to its location on a map.

CHALLENGE: I can explain what a place (open to environmental and physical change) might be like in the future taking account of physical features.			
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Geography: Year 6

Locational Knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 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 time.	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).
		I can identify and name the tropics of cancer and Capricorn as well as the arctic and Antarctic circles. CHALLENGE: I can name the main lines of latitude and longitude I know about time zones and I can work out differences. ● I can explain how time zones work. CHALLENGE: I can plan a journey to another part of the world which takes account of time zones.

Place Knowledge	Human and Physical Geography		Geographical Skills and Fieldwork
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Describe and understand key aspects of human geography, 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 maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
I can define geographical questions to guide my research. Challenge: I can use a rearrange of self-selected resources to answer questions.	I know the names of and can locate some of the world's deserts. ● PG: I can locate desert regions in an atlas. ● I can name the largest desert in the world. CHALLENGE: I can name and locate the main canals that link different continents.	I know why industrial areas and ports are important. I know why ports are important and the role they play in distributing goods around the world. GE: I can map land use with my own criteria. I know main human and physical differences between developed and third world countries. ● I know why some places are similar and dissimilar in relation to their human and physical features. ● I can give extended descriptions of the physical features of different places around the world. ● I can give extended descriptions of the human features of different places around the world. ● I can describe how some places are similar and others are different in relation to their human features.	I can use Google Earth to locate a country or place of interest and to follow the journeys of rivers, etc. ● GE: I can use maps, aerial photos, plans and web resources to describe what a locality might be like. I know what most of the ordnance survey symbols stand for. ● GE: I know how to use some basic ordnance survey maps symbols. ● I can recognise key symbols used on ordnance survey maps. ● GE: I can use ordnance maps to answer questions

		CHALLENGE: I understand the term sustainable development and I can use it in different contexts. CHALLENGE: I can explain how human activity has caused an environment to change. CHALLENGE: I can analyse population data on two settlements and report on findings and questions raised.	I know how to use six-figure grid references. ● I can accurately use a four-figure grid references. I know how to use an atlas by using the index to find places. ● GE: I can confidently explain scale and use maps with a range of scales I can accurately measure and collect information (e.g., rainfall, temperature, wind speed, noise levels, etc). ● GE: I can choose the best way to collect information needed and decide the most appropriate units if measure. ● GE: I can make careful measurements and use the data. ● I can create sketch maps when carrying out a field study.
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