	Knowledge	Skill
EYFS	<u>The World</u> ⭐ Commenting and asking questions about aspects of familiar world ⭐ Discussing features of own immediate environment and how environments vary from one another ⭐ Beginning to make observations, asking why things occur and commenting on change	
Year 1 **Year 2**	<u>Locational knowledge</u> ⭐ Naming and locating the world's seven continents and five oceans ⭐ Naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <u>Place knowledge</u> ⭐ Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country <u>Human and Physical geography</u> ⭐ Identifying 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 use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including city, town, village, factory, farm, house, office, port, harbour, shop	<u>Fieldwork</u> ⭐ Using basic observational skills ⭐ Carrying out a small survey of the local area/school ⭐ Drawing simple features ⭐ Asking and responding to basic geographical questions ⭐ Using a pro-forma to collect data e.g. tally survey ⭐ Creating plans and raw simple features in their familiar environment ⭐ Adding labels onto a sketch map, map or photograph of features ⭐ Recognising a photo or a video as a record of what has been seen or heard ⭐ Using a camera in the field to help to record what is seen <u>Map skills</u> ⭐ Following a route on a map ⭐ Using relative and directional vocabulary ⭐ Using aerial photographs and plan perspectives to recognise landmarks and basic human and physical features ⭐ Using simple compass directions (North, South, East, West) ⭐ Using world maps to identify the UK in its position in the world. ⭐ Using maps to locate the four countries and capital cities of UK and its surrounding seas ⭐ Locating and naming on a world map and globe the seven continents and five oceans. ⭐ Locating on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles ⭐ Drawing basic maps, including appropriate symbols and pictures to represent places or features ⭐ Drawing or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) ⭐ Using and construct basic symbols in a key ⭐ Using photographs and maps to identify features

	Knowledge	Skill
Year 3 **Year 4**	<u>Locational knowledge</u> ⭐ Locating 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 ⭐ Naming and locating 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 ⭐ Identifying 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) <u>Place knowledge</u> ⭐ Understanding 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 <u>Human and Physical geography</u> ⭐ Describing and understanding key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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	<u>Fieldwork</u> ⭐ Asking geographical questions ⭐ Using a simple database to present findings from fieldwork ⭐ Recording findings from fieldtrips ⭐ Using appropriate terminology ⭐ Drawing an annotated sketch from observation including descriptive/explanatory labels and indicating direction ⭐ Selecting views to photograph ⭐ Adding titles and labels giving date and location information ⭐ Considering how photographs provide useful evidence use a camera independently ⭐ Locating position of a photo on a map <u>Map skills</u> ⭐ Following a route on a large scale map ⭐ Locating places on a range of maps (variety of scales) including OS & digital ⭐ Beginning to match boundaries (e.g. find same boundary of a country on different scale maps) ⭐ Identifying features on an aerial photograph, digital or computer map ⭐ Beginning to use 8 figure compass and four figure grid references to identify features on a map ⭐ Locating the UK and Europe on a variety of different scale maps ⭐ Naming & locating the counties and cities of the UK ⭐ Naming and locating countries in Europe (including Russia) and their capitals cities ⭐ Trying to make a map of a short route experiences, with features in current order ⭐ Creating a simple scale drawing ⭐ Using standard symbols, and understand the importance of a key ⭐ Drawing a sketch map from a high viewpoint

	Knowledge	Skill
Year 5 **Year 6**	<u>Locational knowledge</u> ⭐ Locating 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 ⭐ Naming and locating 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 ⭐ Identifying 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) <u>Place knowledge</u> ⭐ Understanding 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 <u>Human and Physical geography</u> ⭐ Describing and understanding key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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	<u>Fieldwork</u> ⭐ Gathering information ⭐ Selecting appropriate methods for data collection such as interviews ⭐ Using a database to interrogate/amend information collected ⭐ Using graphs to display data collected ⭐ Evaluating the quality of evidence collected and suggest improvements ⭐ Using sketches as evidence in an investigation. ⭐ Selecting field sketching from a variety of techniques ⭐ Annotating sketches to describe and explain geographical processes and patterns ⭐ Making a judgement about the best angle or viewpoint when taking an image or completing a sketch ⭐ Using photographic evidence in their investigations ⭐ Evaluating the usefulness of the images <u>Map skills</u> ⭐ Comparing maps with aerial photographs ⭐ Selecting a map for a specific purpose ⭐ Beginning to use atlases to find out other information (e.g. temperature) and to find out data about other places ⭐ Finding and recognising places on maps of different scales ⭐ Following a short route on a OS map ⭐ Describing the features shown on an OS map ⭐ Using 8 figure compasses, begin to use 6 figure grid references. ⭐ Using lines of longitude and latitude on maps ⭐ Locating the world's countries, focus on North & South America ⭐ Identifying the position and significance of lines of longitude & latitude ⭐ Drawing a variety of thematic maps based on their own data ⭐ Drawing a sketch map using symbols and a key ⭐ Using and recognising OS map symbols regularly ⭐ Begin to use and recognising atlas symbols