

Geography: Early Years Foundation Stage and Key Stage 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:</i> <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> <i>city, town, village, factory, farm, house, office, port, harbour and shop</i>	<i>Use world maps, atlases and globes</i> <i>Use simple compass directions</i> <i>Use aerial photos, construct simple maps</i> <i>Undertake simple fieldwork within school locality</i>
EYFS	- Children can locate where they live using Digimaps / Google and positional language. - Children can find the country we live in on a world map. - Children can find the country they are from on a world map.	- Children can talk about what they see on their way to school.	- Children look at the seasons and how the weather changes in each season. - Children can answer the questions: what do plants need for growth? Linked to weather and why plants don't grow in winter. - Children can compare different animals, climate and habitats - Children can name the roles of people that help us within the community and how they help us. - Children know that people in the United Kingdom and in other countries speak different languages. - Children use simple symbols to show features on a map.		- Children walk around the school to know the layout. - Children create maps of their classroom and the playground. - Children create beebot maps. - Children create a tally on a local road of different modes of transport.	

Geography Knowledge and Skills Progression Grid

Year 1	-Children can locate London on a map of the British Isles. -Children can identify the River Thames in Richmond, central London and the Thames Estuary on Google Maps. -Children can locate key landmarks in London using different types of maps. - Children can name and locate the four capital cities of England, Wales, Scotland and Northern Ireland.	- Children can locate the world's seven continents and five oceans.	- Children can make comparisons between old and new architecture in central London.	-Children can locate different physical features in their local area. - Children can compare the daily weather patterns in the UK to that of other countries. - Children can name some countries/regions that have cold or polar climates: Finland, Arctic, Norway and Greenland. - Children can name some countries/regions that have warm climates: Australia, North Africa, Middle East and Mexico. - Children can name some countries/regions that have tropical climates: Philippines, Indonesia, India and Caribbean. - Children know that the UK has four seasons.	- Children can use simple directional language to describe where their school is compared to their locality (near, far) - Children can locate North Sheen and connect it to the rest of London using different types of maps. - Children can identify London Landmarks by looking at aerial photos -Children can locate positions on a simple map. - Children can position the famous landmarks that they have learnt about on an A3 map of London. - Children can plan their own route to school. - Children draw a simple sketch map of the school grounds. - Children use world maps, atlases, multimedia mapping and globes to identify countries, continents and oceans.
Year 2	- Children can locate and identify characteristics of the four countries and capital cities of the UK, in the context of the seaside resorts in the four countries of the UK. - Children can name the main seaside towns in each country and find their location on the coast.	- Children can locate Uganda and the UK on a map and understand that they belong to different continents. - Children understand what a continent is and that Africa is a continent and not a country.	- Children look at Uganda's location in terms of natural disasters and the causes and effects of these. - Children can identify the differences between man-made and natural features in the context of seaside localities in the UK.	- Children can describe and understand key aspects of human geography, including: types of settlement and land use in Uganda. - Using our link family in Uganda, Children learn the differences between a school and a home in Uganda comparing them with theirs in the UK. - Children can describe the physical landscape of the UK seaside- cliffs, sea, sand, rock pools and sea defenses.	- Children can investigate different places using aerial photographs. - Children can use maps, atlases, multimedia mapping and globes to compare and contrast different locations. - Children can use maps to locate areas studied and to compare them to our local area.

Geography Knowledge and Skills Progression Grid

	- Children can use a map to find seaside locations.	- Children know what a Journey Line is. - Children can locate and investigate Europe, Asia and South America.			
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Geography: Key Stage 2

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)			
Year 3	- Children can locate the UK, Italy and Hawaii. - Children can name, locate and identify London, Rome and Honolulu.	- Children can name and locate most of the counties in England. - Children can name and locate the 9 regions of England and identify their key human features - Children can name and locate some physical characteristics in the UK, Hawaii and Italy. - Children can name and locate some human characteristics in the UK, Hawaii and Italy. - Children can discuss how their local area has changed over time.	- Children understand there are different time zones and time differences between the 3 countries/locations being studied (UK, Hawaii and Italy). - Children can name and locate the Tropics of Cancer and Capricorn and the Equator. - Children can name, locate and identify some countries in the Northern and Southern Hemispheres. - Children can name and locate the Arctic and Antarctic Circles.
Year 4	- Children can locate different places using 4 figure grid references. - Children can locate and identify North America and Central America. - Children can locate Guatemala and Panajachel on a map.	- Children can identify the human features of their local area using OS map symbols. - Children can locate where energy is generated in the UK. - Children can describe how Britain's energy production has changed overtime.	
Year 5	-Children can name rivers around the world: Nile, Congo, Ganges, Indus, Loire, Mississippi, Murray, Ob and Yangtze - Children know where tectonic plate boundaries are and how they affect natural disasters.	-Children can name the key rivers in the UK: Spey, Bann, Trent, Mersey, Thames, Severn, Conwy, Tyne, Clyde and Tweed. - Children can discuss how rivers have changed over time. - Children can identify the topographical variations of rivers, valleys and volcanoes. - Children can discuss the affects natural disasters have had on different human features and land use patterns.	- Children can identify the position and significance of latitude and longitude.

Geography Knowledge and Skills Progression Grid

Year 6	- Children know the locations of different countries and their major cities. - To know locations of France, Brazil, Mexico, Turkey, Russia and their major trades, land uses and economic drivers of these countries. - Children can identify the similarities and differences between these regions.	- Children know the locations of the highest peaks in England, Wales and Scotland. - Children to know the locations of counties in the UK. - Children use digital mapping to name and locate counties and cities of the United Kingdom and discover how to locate specific landmarks and places through the use of 6 figure grid references.	- To know GM time zones and how time zones change East - West. - To understand how time zones effect human and physical features of places studied.
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Place Knowledge		Human and Physical Geography	
• <i>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</i>		• <i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i> • <i>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</i>	
Year 3	- Children can locate the UK, Italy and Hawaii using maps. - Children can compare Italy, Hawaii and the UK from their appearance on a map. - Children can compare the volcanoes, mountain ranges and sea borders in the UK, Hawaii and Italy	- Children can name and locate some key aspects of the physical Geography of the UK - Children can name some of the volcanoes in Hawaii - Children can name and locate the Dolomite and Alps mountain ranges in Italy. - Children can identify the active volcanoes in Hawaii and Italy. - Children know what climate zones are. - Children can identify what biomes are and the difference between naturally occurring and man-made biomes.	- Children can understand key aspects of settlement and land use in the UK and their local area. - Children can compare the populations, key cities (London, Honolulu and Rome) and land use patterns in Italy, the UK and Hawaii. - Children can research questions linked to settlement and land use, trade links and economic activity in Hawaii, Italy and the UK.
Year 4	- Children can compare Guatemala and the UK. - Children can compare Panajachel and Richmond. - Children can identify human and physical features of Panajachel in Guatemala: buildings, houses, transport, rivers, seas, forests and mountains. - Children can understand and discuss the differences between natural resources in the UK, how they are distributed, and how that is different in other places.	- Children can identify that Guatemala is a tropical climate and compare this to the UK. - Children can locate the topographical changes across the UK.	- Children can explain what a settlement is and what settlements need. - Children can explain how electricity is generated and distributed. - Children can explain renewable sources of electricity and energy. - Children can explain where our food comes from and can calculate food miles to determine our carbon footprint. - Children can understand the importance of conserving food, water and energy supplies. - Children know that coffee is grown in Panajachel

Geography Knowledge and Skills Progression Grid

			- Children know that Panajachel is a developing nation (LEDC); therefore, living conditions are different to the UK. - Children know that fabrics, coffee and sugar are exported from Guatemala. They can compare this with trade in the UK. - Children know the main jobs people have in Guatemala; fisherman, coffee pickers and sugar cane workers and compare this to jobs in the UK.
Year 5		- Children understand where rivers are located. - Children can describe how water erodes a river bank. - Children can describe how deposition changes the shape of a river. - Children can tell you how meanders form and how an oxbow lake forms. - Children can describe how waterfalls are formed. - Children can identify meanders on a map and photograph and identify oxbow lakes on a map and photograph - Children know how and why the river is changing and can explain the ways rivers can be used - Children know why and how an eruption happens, and the type of volcano created. - Children know how volcanoes are formed. - Children can label the parts of a volcano. - Children know what a volcano looks like on the inside. - Children understand some of the effects of plate tectonics. - Children learn about the effects of seismic waves and understand how seismic waves are recorded and measured. - Children know the difference between hurricanes, typhoons, tsunamis and tornados. - Children can describe the water cycle and how it effects rivers.	- Children have some understanding of life in an earthquake zone. - Children understand why and how engineers construct earthquake proof buildings. - Children can discuss the impact of natural disasters on different places and how they have changed life. - Children can discuss different case studies of natural disasters and how they have changed settlement and land use.

Geography Knowledge and Skills Progression Grid

Year 6	- Children know human geography (as well as physical Geography for land use) of Snowdon (UK), France, Turkey, Mexico, Brazil and Russia. - Children know how features of places can be represented through symbols on maps in 2-dimensions.	- Children know different ways in which mountains are formed. - Children know that mountains/areas of elevation play an important role in the water cycle.	- Children know the trade links between countries (as well as physical Geography for land use) including the UK, France, Turkey, Mexico, Brazil and Russia - Children can define LEDC and MEDC (Less Economically Developed Country/More Economically Developed Country) and describe how that impacts land use.
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Geography: Key Stage 2

Geographical skills and fieldwork

• 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 Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Year 3

- Children can use maps to describe and locate key aspects of their local area.
- Children can locate the UK and their local area on different types of maps.
- Children can locate the UK, Italy and Hawaii using a range of maps.
- Children can compare and describe Italy, Hawaii and the UK from their appearance on a map.
- Children can identify the Tropics of Cancer and Capricorn, the Equator, the Northern and Southern Hemispheres and the Arctic and Antarctic circles on different types of maps.
- Children can identify climate zones and biomes on maps.
- Children can compare the appearances of different places on different types of maps (map, multimedia mapping, atlases and globes).

- Children can use the 8 compass points.

Year 4

- Children can use maps to identify European countries.
- Children can identify the continents and oceans and compare them.
- Children can use OS mapping to identify features of a map.
- Children can locate Guatemala on a map and an atlas.
- Children can use Digi maps to locate and identify OS symbols.
- Children can use and create sketch maps that have a scale

- Children can identify a range of ordnance survey symbols on a map.
- Children can use 4-figure grid references to located places on maps.
- Children can use a compass to locate places on a map of the UK and the world.
- Children can conduct fieldwork in their local area to further understand OS symbols and maps.

Geography Knowledge and Skills Progression Grid

Year 5	- Children use Digi maps to apply their knowledge and understanding of maps, grid references and compass points. - Children can use scales to understand different types of maps.	- Children can plan a journey using the eight compass points and four or six-figure grid references. - Children can identify a wider range of ordnance survey symbols on a map. - Children can create their own sketch map of a journey in the local area using OS map symbols. - Children can conduct fieldwork in their local area to further understand OS symbols and maps.
Year 6	- Children use maps to find all countries studied in Round the World topic (France, Turkey, Mexico, Brazil and Russia) and describe features such as mountains, rivers, city locations. - Children use digital maps to locate countries and features. - Children can interpret a range of maps, including digital maps, and aerial photographs. - Children can identify the following maps: political, physical, thematic, topographical, OS and road. - Children understand that distance is represented on a map by using a scale. - Children know that maps have different scales. - Children can use the scale bar on a map to measure the distance between two points.	- Children know how to use an OS map to understand the topography of Snowdon. - Children use eight points of a compass and six figure grid references with maps of familiar places. - Children use OS map symbols and the map key to name physical and human features. - Children can conduct fieldwork in their local area to further understand OS symbols and maps. - Children can use OS symbols to create their own digital map of their local area.