



# Geography

	Autumn Term	Spring Term	Summer term
Reception	<p>ELG 14 The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<p>ELG 14 The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<p>ELG 14 The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>
Year One		<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>□ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Human and physical geography</b></p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>□ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>□ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>□ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>□ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>□ Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>□ Key human features including city, town, village, factory farm, house, office, port, harbour and shops.</li> <li>□ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>



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Year Two	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>□ Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory farm, house, office, port, harbour and shop.</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>□ name and locate the world's seven continents and five oceans</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>□ Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>□ Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>□ 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.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>□ Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>□ name and locate the world's seven continents and five oceans</li> </ul>



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<b>Year Three</b>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>□ to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>□ 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.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>□ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>□ use the 8 points of a compass, 4- and 6-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</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>□ locate the world's counties, 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</li> <li>□ 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)</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>□ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>□ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>□ use the 8 points of a compass, 4- and 6-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</li> </ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>□ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p><b>Geographical regions, human and physical characteristics</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul>



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Year Four	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>□ 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 physicals and human characteristics, countries, and major cities.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>□ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.</li> </ul> <p><b>Human and physical geography</b></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>□ 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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>□ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul> <p><b>Human and physical geography</b></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>□ 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.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>□ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p><b>Geographical skills fieldwork</b></p> <ul style="list-style-type: none"> <li>□ Use the eight points of the 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.</li> <li>□ 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.</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>□ 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.</li> <li>□ Identify the position and significance of the 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).</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>□ Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>□ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>



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<b>Year Five</b>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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)</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>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 in North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> <li>Geographical skills and fieldwork: use maps, atlases and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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 in North or South America</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>



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<b>Year Six</b>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"><li>□ 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.</li></ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"><li>□ Use maps, atlases and digital/computer mapping to locate countries and describe features studied.</li></ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"><li>□ 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.</li></ul> <p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"><li>□ Use maps, atlases and digital/computer mapping to locate countries and describe features studied.</li></ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"><li>□ Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li></ul>