

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Locational knowledge	Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas.	Name and locate cities, villages, towns in the UK Name and locate the world's seven continents and five oceans	<p>Locate the UK on a variety of different scale maps.</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics.</p> <p>Name and locate key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. E.g. locate where children are from.</p>	<p>Locate the worlds countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	
Place	Describe and talk	Talk about and	Understand	Understand	Understand	

<p>knowledge</p>	<p>about similarities and differences between places, e.g. the school playground, hall, classroom.</p>	<p>describe a contrasting locality in the UK.e.g. Town, city, village.</p> <p>Compare and contrast a small area of the United Kingdom with that of a non-European country.</p>	<p>geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>	<p>geographical similarities and differences through the study of human and physical geography of a region of a European Country.</p>	<p>geographical similarities and differences through the study of human and physical geography of a region of North or South America.</p>	
<p>Human and physical geography</p>	<p>Pupils should be taught to:</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>-Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop. (Why people use those locations for these places)</p>	<p>Pupils should be taught to:</p> <p>-Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop. (Why people use those locations for these places)</p> <p>Use simple geographical words to describe physical features e.g. beach, cliff,</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including: Water cycle + rivers</p> <p>Human geography including: types of settlement and land use</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including: Mountains, earthquakes + volcanoes</p>	<p>Describe and understand key aspects of:</p> <p>Human geography including: distribution of natural resources including energy, food, minerals and water</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including: Climate zones, biomes and vegetation belts.</p> <p>Human geography including: economic activity including trade links</p>

	<p>-Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather.</p>	<p>coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>				
<p>Geographical skills and field work</p>	<p>Pupils should be taught to:</p> <p>-use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>-Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.E.g. The school playground.</p> <p>-Use simple fieldwork and</p>	<p>Pupils should be taught to:</p> <p>-use world maps, atlases and globes to identify the countries, continents and oceans.</p> <p>-Create a simple map of a familiar location using symbols and a simple key to represent landmarks. E.g. from the school to the local library.</p> <p>-Use simple compass directions</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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.</p> <p>Year 5& 6</p>			

	<p>observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>(North, South, East, and West) to describe the location of features on a tourist map.</p> <p>-Use a camera in the field to help to record what is seen</p> <p>-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	
<p>Key learning</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	