Geography

	Location Knowledge	Place Knowledge	Physical Geography	Human Geography	Geographical Skills and Fieldwork
EYFS	• Be able to name places in my day-to-day life e.g. places that I regularly visit or are important to my family • Understand that the world is made up of different countries • Know they live in England	• Ask questions about what it is like in another country • Know that where they live is unique to them and their family • Talk about the features of their own immediate environment • Show knowledge of other countries through role play and artwork	• Use vocabulary to name common physical features e.g. forest, sea • Describe the weather daily and discuss the changing of seasons • Explore the local area for both the built and natural environment	• Show respect of different cultures • Use vocabulary to name common human features e.g. shop, farm • Explore the local area for both the built and natural environment	• Observe closely what is around me and make comments on what I see • To explore and recognise the school grounds: school building, playgrounds, field, forest school area • Use a range of sources such as simple maps, photographs, magnifiers
YEAR ONE	• Name and locate the four countries of the UK and their capital cities • Know where they live in terms of the country and city • Use maps and a globe to identify the continents and understand that both a mapand a globe show the same thing • Draw and label pictures to show location	• Discuss what it is like in another country • Express own views about a place and environment • Compare food in contrasting countries • 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 non-European country	• Name some types of weather and describe the weather associated with the four seasons • Use geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season, weather • Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer • Express opinions about the seasons and relate the changesbchanges in clothing and activities e.g. winter = coat, summer = t-shirts.	• Use geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, port, harbour and shop • Use geographical vocabulary to refer to local and familiar features in their school, its grounds and of the surrounding environment	• Use world maps, atlases and globes to identify the UK and its countries • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Observe and record information about the local area e.g. how many shops there are near the school? • Make a simple map • Use directional language to describe a route or give directions (e.g. next to, behind,near, far, left, right) • Take photos of interesting things in the local area and explain what the photos show • Look at a simple map of the local area and identify the things they know and have seen
YEAR TWO	• Name and locate the 7 continents • Name and locate the 5 oceans using maps and globes • Name and locate the seas that surround the UK • Be able to identify cities in contrasting countries • Use both maps and globes,identify the coldest places in the world – The North and South pole, related to their study of the Arctic • Identify the equator and locate the places on the Equator which are the hottest (identify Kenya)	• Make comparisons between the UK and life in another country • Study pictures/videos of two differing localities, make comparisons between life in the UK and life in Arctic/Kenya, and ask geographical questions e.g.What is it like to live in this place? How is this place different to where I live? How is the weather different? How arelifestyles different? How does the climate impact lifestyle? • Draw pictures to show how places are different and write comparatively to show the difference	• Recognise and describe the following: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley • Understand that different countries have different climates • Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles • Use basic geographical vocab to refer to key physical features, including: beach, cliff,coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	• Use geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, and shop • Identify key human features including: city, town, factory, house, office, port, harbour, shop	• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map - use and construct basic symbols in a key • Use more detailed fieldwork and observational skills to study the geography of their school and its grounds and the key human physical features of its surrounding environment • Use the four compass points to say simple directions • Use locational and directional language to describe the location of features and routes on a map • Recognise a familiar place from aerial photos • Draw simple diagrams with labels • Collect data using observations and record it in a table

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Progression of Skills

YEAR THREE	• Use an index to locate countries, cities and landmarks using an atlas • Locate countries, cities and landmarks using Google Maps and on a globe	• Compare both physical and human features of England and a country in Africa • Describe how people can both improve and damage an environment • Identify features of a place using aerial photographs. Understand how some aspects have changed over time	• Locate rivers in UK and in a country in Africa • Draw and label diagrams and use the correct vocabulary for rivers e.g. mouth, source, riverbank, meander, current • Ask and answer questions about rivers • Demonstrate an understanding of types of settlements and trade	• Explain how humans use physical geographical features for a variety of purposes • Describe and understand settlements and trade links	• Use the 8 points of a compass and two-figure grid references (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the UK and the wider world • Use world maps, atlases, globes and digital/computer mapping (google earth) to locate countries and describe features studied • Use fieldwork to observe 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 • Include a key on a map using common OS symbols • Ask and respond to questions about places and the environment making comparisons • Follow a journey using computer mapping • Collect data using surveys and present in a bar chart
YEAR FOUR	• Locate the world's countries (focus on Europe), key physical and human characteristics, countries, major cities and climate zones on a map • Describe the location of countries in relation to the equator, tropics, Northern and Southern hemisphere, Tropics of Cancer and Capricorn • Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time	• Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (community of Stoke/Coventry) and a country in Europe (Italy) • Compare and give reasons for the different lifestyles within a country or area of a country. (Focus on a European country)	• Describe the different climate zones and vegetation belts on a global scale • Draw or make diagrams, produce writing, and use the correct vocabulary for rivers e.g. mouth, source, riverbank, meander, current, estuary, waterfall • Ask and answer questions about rivers • Describe the journey of a river from source to sea. • Understand geographical similarities and differences through the study of human and physical features of the Thames and the Danube (linked to Europe) • Describe and understand the water cycle	• Describe economic activity within an area outside of the UK and their trade links (Europe) • Investigate ways in which rivers are a useful resource to humans • Compare different types of settlements and land use	• Use maps atlases, globes, and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass • Use four grid references, symbols, and key (including the use of Ordinance Survey maps) to build knowledge of the UK and the wider world • Understand how colours are used on a map to show different physical zones • Interpret a range of maps to find out information about a given area, and describe the human and physical characteristics • 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 mapping technologies

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Progression of Skills

YEAR FIVE	• Locate the main countries in Europe and North America. Locate and name principal cities. environmental regions, key physical and human characteristics, vegetation belts, climate zones and biomes on a map • Locate physical geographical features on a map. Describe their location in relation to land use and look for patterns in the locations • Locate on a world map and identify key features and characteristics • Locate the seas around the UK, and counties which suffer flooding	• Understand geographical similarities and differences between countries that flood e.g. climate, elevation, average rainfall • Describe how physical geography influences the day-to-day life of inhabitants of an area • Understand some of the reasons for geographical similarities and differences through studying the human and physical geography of a region in a European country, and a region in North America	• Describe how physical geographical features areformed • Explain how tsunamis are formed • Describe and understand climate zones, biomes and vegetation belts	• Describe how humans are impacted both positively and negatively by physical features • Investigate ways in which rivers can cause conflict are impacted by human processes • Recognise that our choices impact the lives of other people • Describe and understand types of land use, economic activity and the distribution of natural resources including energy, food, minerals and water	• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied • 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 • Explain what data has either been collected or researched and show the impact of it • Record data in a line graph • Use less common OS symbols to show geographical features
YEAR SIX	• On a world map, locate the 7 continents. Identify their main environmental regions, key physical and human characteristics and major cities (focus on South America) • Locate the main countries in Europe and South America. Locate and name principal cities • Locate and name the main counties and cities in England • Understand how time zones are shown on a map • Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	• Understand the reasons for significant geographical similarities and differences through studying the human and physical geography of a region in a European country, and a region in South America • Discuss how people are influenced by both physical and humangeography on a local, national, and global scale	• Describe how geographical features change over time • Describe and understand climate zones, biomes and vegetation belts	• Describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water • Analyse the positive and negative impact of a humanchange on both a local and global scale	• Begin to use latitude and longitude to describe location • Extend to 6 figure grid references /use the eight points of a compass to build knowledge of an area and describe geographically • Compare aerial photos and maps over time • Explain what data has either been collected or researched and show the impact of it • Use fieldwork to observe, measure record and present datafor the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied