



Physical Features

EYFS

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6

Features and Vocabulary

Use vocabulary:

Beach, coast, forest, mountain, sea, river, soil, season and weather.

T1 - All about me  
T2 - Celebrations  
T6 - Transport

Use Vocabulary

Beach, coast, forest, mountain, sea, river, soil, season and weather.

Use vocabulary:

Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.

Use geographical vocabulary to describe their school.

Use geographical vocabulary to describe the surrounding area.

Use geographical vocabulary to describe and understand key aspects of coasts, rivers, mountains, hills and land patterns.

Use geographical vocabulary to describe and understand key aspects of coasts, rivers and the water cycle.


Understand how some key aspects have changed over time.

Use geographical vocabulary to describe and understand key aspects of volcanoes and earthquakes in relation to plate tectonics and the ring of fire.

T3&4 - Extreme Earth & space

Use geographical vocabulary to describe and understand key aspects of climate zones, biomes, vegetation belts, linking with rain forests.

Weather And Climate							
	Identify seasonal weather patterns in the UK. <b>T5 - Science</b>	Identify seasonal/daily weather patterns in the UK.	Identify and discuss seasonal/daily weather patterns in the UK.	Identify different climate zones around the world.			
		Identify seasonal/daily weather patterns of hot and cold areas of the world. (North Pole, Equator, South Pole)		Identify seasonal/daily weather patterns of hot and cold areas of the world. (North Pole, Equator, South Pole)	Identify different Biomes around the world.		Identify and understand biomes, in relation to case study within North/South America.

 Human Features	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Features and vocabulary	Use vocabulary:  Town, village, road, path, house, flat, temple, synagogue, church, shop, farm.  <b>T4 - People who help us</b>	Discuss human features using vocabulary:  Town, village, road, path, house, flat, temple, synagogue, church, shop, farm, port, harbour.	Use vocabulary:  City, town, village, factory, farm, house, office, port, harbour, shop.	Use tier 3 vocabulary specific to past and present settlements in Britain.	Compare and contrast how different areas of the world capitalised on human and physical characteristics.	Understand and describe trade between the UK and Europe.  TBC	Understand and explain human features (migration) within a commonwealth country.
Settlements				Identify and describe types of settlements in past and present Britain. (1500 BC to 43 AD)	Understand how human processes have changed the characteristics of a place/landscape.	Identify and describe settlements in Viking, Saxon Britain, linked with History.  <b>T5 - Anglo-Saxons, Picts and Scots</b>  <b>T6 Vikings in Britain</b>	Identify and describe settlements in Tudor Britain, linked with History.

Sustainability				Understand the importance of climate change and identify sustainable actions.	Understand how people try to sustain environments.	Discuss fair and unfair distribution of resources, linked to Fairtrade.  TBC	Understand and explain distribution of energy resources.
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Locational Knowledge  
Travel and the United Kingdom

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Name the school and the area in which I live. <b>T1 - All about me</b>	Name and locate a local village/town.	Name, locate and identify the capital cities of the four countries of the United Kingdom.	Name and locate countries and cities of the UK.	Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.	Locate and name the main counties and cities in England. <b>T5 - Anglo-Saxons, Picts and Scots</b> <b>T6 Vikings in Britain</b>	Just know it information. Locate and name more...
			Name, locate and identify characteristics of the four countries of the United Kingdom.		Name and locate geographical regions.		
	Talk about different types of transport and journeys. <b>T6 - Transport</b>		Name, locate and identify the surrounding seas of the United Kingdom.		Understand how these features have changed over time.	Linking with local History, map how land use has changed in local area over time (Anglo Saxons) <b>T5 - Anglo-Saxons, Picts and Scots</b> <b>T6 Vikings in Britain</b>	Linking with history, compare land use maps of the UK from the past with the present, focusing on land use. (Tudors)



Locational Knowledge  
Europe

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
				Name some countries within Europe and the world, Links with climate zones.	Name the main countries within Europe,  Use maps to focus on the location of countries within Europe (including Russia).  Identify countries environmental regions within Europe.	Locate the main countries within Europe.  T5 - Anglo-Saxons, Picts and Scots  T6 Vikings in Britain  Locate and name principal cities within Europe.  T5 - Anglo-Saxons, Picts and Scots  T6 Vikings in Britain	Name and locate most countries within Europe.



Locational Knowledge  
Rest of the World

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Understand the world is made up of seven continents. <b>T2 - Celebrations</b>	Name the world's seven continents,	Name and locate the world's seven continents.	Name and locate the world's continents and oceans.	Identify the position of the Equator, North Hemisphere, and South Hemisphere.	Using a world map, locate the main countries in Africa, Asia and Australasia/Oceania.  <b>T5 - Anglo-Saxons, Picts and Scots</b>  <b>T6 Vikings in Britain</b>	Using a world map locate North and South America.
		Use maps to locate the United Kingdom in relation to another continent, e.g. Africa.	Name and locate the world's five oceans.	Using maps to locate North and South America.	Identify the position of Tropics of Cancer and Capricorn.		Name and locate the commonwealth countries,
	Name some of the seven continents. <b>T2 - Celebrations</b>			Locate different climate zones and biomes around the world.	Understand the significance of the equator, North Hemisphere, South Hemisphere and Tropics of Cancer and Capricorn.	Locate and name the principal cities within the countries of Africa, Asia and Australasia/Oceania.  <b>T5 - Anglo-Saxons, Picts and Scots</b>  <b>T6 Vikings in Britain</b>	Identify major cities within North and South America.
							Identify the main environmental regions of North and South America.



Geography Skills and Fieldwork

## LOCAL FIELDWORK - PROCEDURAL KNOWLEDGE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Local fieldwork	<p>Begin to use observational skills to draw simple plans and routes around their classroom, school, and local area.</p> <p><b>T6 - Transport</b></p>	<p>Begin to use <b>simple</b> fieldwork and observational skills to study the human and physical features of the classroom and school grounds.</p> <p><b>Simple Skills:</b> note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).</p>	<p>Use simple fieldwork and observational skills to study the local <b>weather patterns</b> of the school, its grounds and the local area.</p> <p>Carry out a simple survey of the school or local area (e.g. weather, traffic).</p> <p><b>Simple Skills:</b> note taking, videoing, taking photos, data collection, sketches, observations, and labelled maps and photos of roads, parks, nature spots, rivers, shops and buildings).</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</p> <p><b>Methodologies:</b> including interviews with locals, plans and graphs,</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p> <p>Where is the water cycle in my local area? Children use sketches, tracing and ipads for photos to identify WC</p> <p><b>Methodologies:</b> annotated sketch maps, digital technologies.</p>	<p>Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media. (Anglo-Saxons &amp; Vikings units)</p> <p><b>T5 - Anglo-Saxons, Picts and Scots</b></p> <p><b>T6 Vikings in Britain</b></p>	<p>Use fieldwork to observe, record, present and explain information about the changing locality using a range of graphs and written media.</p> <p><b>Methodologies:</b> Interviews with locals, population data, use of land in the school locality (e.g. classification of buildings into residential, commercial, industry, leisure, public buildings etc), and comparisons with old maps and photographs.</p>
	<p>Make simple models of the locality.</p> <p><b>T6 - Transport</b></p>						
	<p>Take photos of buildings and places in school and locally.</p> <p><b>T1 - All about me</b></p>						



Geography Skills and Fieldwork

## MAP SKILLS - PROCEDURAL KNOWLEDGE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>World Maps</b>	<p>Locate chosen countries of study on globes/maps.</p> <p>To identify the land and sea on world globes/maps.</p> <p>T1 - All about m T2 - Celebrations T3 - Traditional Tales T5 - Animals T6 - Transport</p>	<p>Begin to mark and locate the names of <b>continents</b>.</p>	<p>Mark and locate the locations of <b>continents</b> and oceans on globes, world maps and atlases.</p>	<p>Use maps, atlases, globes, digital maps (such as Google Earth) to locate mountains, mountain ranges, and different settlements of the world.</p>	<p>Use maps, atlases, globes, digital maps (such as Google Earth) to locate studied physical features including mountains, mountain ranges, and different settlements of the world.</p>	<p>Use a range of maps to <b>locate and describe studied human and physical features</b>, including major countries/cities, major industries, imports and exports.</p> <p><b>Range of maps:</b> physical and political maps, atlases, globes, OS maps, Google Maps and Google Earth.</p> <p>T1&amp;2- Shang Dynasty</p> <p>T5 - Anglo-Saxons, Picts and Scots</p> <p>T6 Vikings in Britain</p>	<p>Use range of maps to <b>locate and describe studied human/physical features</b> of North/South America, including countries, land use, settlements, mountains, coasts, seas, lakes, rivers, climate &amp; temperature.</p>
<b>UK maps</b>	<p>Locate London on simple maps.</p> <p>T1 - All about me T2 - Celebrations</p>	<p>Locate the four countries of the UK and their capital cities a on a UK map.</p>	<p>Locate and mark the four countries of the UK and their capital cities on a range of UK maps and atlases.</p>	<p>Use the four points of a compass. Introducing eight points of a compass</p> <p>Introduce four figure grid references.</p> <p>Use paper maps, digital maps, symbols and keys (including the use of Ordnance Survey maps) to locate and describe <b>human and physical features studied</b>, including</p>	<p>Use the eight points of a compass.</p> <p>Use four figure grid references.</p> <p>Use paper maps, digital maps, symbols and keys (including the use of Ordnance Survey maps) to locate and describe human and physical features studied, including rivers, mountains, hills.</p>	<p>Use the eight points of a compass.</p> <p>Use six figure grid references.</p> <p>Use a range of maps maps to <b>locate and describe human and physical features studied</b>, including the placement of UK settlements in relation to geographical features- volcanoes</p>	<p>Use the eight points of a compass, six figure grid references, maps, symbols and keys (including the use of Ordnance Survey maps) to identify and describe human and physical features of a region of the UK when comparing with regions of North and South America.</p>





Geography Skills and Fieldwork

## DISCIPLINARY KNOWLEDGE - 'knowing how we know'

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Asking and answering questions	<p>Ask questions about the world around them.</p> <p>T2 - Celebrations</p>	<p>Ask and respond to geographical questions</p>	<p>Ask and respond to geographical questions</p>	<p>Ask and respond to geographical questions using evidence to support answers.</p>	<p>Ask and respond to geographical questions using evidence to support answers.</p>	<p>Ask and investigate geographical questions, suggesting enquiries to find out the relevant information.</p> <p>T1&amp;2- Shang Dynasty</p> <p>T5 - Anglo-Saxons, Picts and Scots</p>	<p>Ask and investigate geographical questions, suggesting enquiries to find out the relevant information.</p>
Collecting and interpreting data	<p>Draw things they see around them, with some accuracy.</p> <p>T1 - All about me</p> <p>T5 - Animals</p>	<p>Draw things they see around them, with accuracy.</p> <p><b>Observe and collect information</b> and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.</p>	<p><b>Observe and collect information</b> and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts.</p>	<p>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps and a range of graphs.</p> <p>Choose an appropriate method to record evidence.</p>	<p>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps and a range of graphs.</p> <p>Choose an appropriate method to record evidence.</p>	<p>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps and a range of graphs. (volcanoes and earthquakes)</p> <p>Choose an appropriate method to record evidence, <b>giving explanations for their choice.</b></p> <p>T5 - Anglo-Saxons, Picts and Scots</p> <p>T6 Vikings in Britain</p>	<p>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps and a range of graphs.</p> <p>Choose an appropriate method to record evidence, <b>giving explanations for their choice.</b></p>

<p style="text-align: center;"><b>Analysing and Communicating (representing)</b></p>	<p>Use pictures, simple drawings and oral response to communicate simple geographical information.</p> <p><b>T2 - Celebrations</b> <b>T5 - Animals</b></p>	<p>Construct simple maps, labelled diagrams, and simple sentences (with geographical vocabulary) to communicate simple geographical information.</p>	<p>Construct simple maps, labelled diagrams, and simple sentences (with geographical vocabulary) to communicate simple geographical information.</p>	<p>Analyse and construct maps with keys, labelled diagrams, and writing at length, (using geographical vocabulary) to communicate simple geographical information.</p>	<p>Analyse and construct maps with keys, labelled diagrams, and writing at length, (using geographical vocabulary) to communicate simple geographical information.</p>	<p>Analyse and construct maps with keys, labelled diagrams, and writing at length, (using geographical vocabulary) to communicate simple geographical information.</p> <p>Choose appropriate forms of communication with reasons to support their choice.</p> <p><b>T3&amp;4-Extreme Earth &amp; Space</b></p> <p><b>T5 - Anglo-Saxons, Picts and Scots</b></p> <p><b>T6 Vikings in Britain</b></p>	<p>Analyse and construct maps with keys, labelled diagrams, and writing at length, (using geographical vocabulary) to communicate simple geographical information.</p> <p>Choose appropriate forms of communication with reasons to support their choice.</p>
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