

# GEOGRAPHY

	EYFS	Years 1 & 2	Years 3 & 4	Year 5 & 6
<b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>		<p>Year 1</p> <ul style="list-style-type: none"> <li>Start to use world maps, atlases, and globes.</li> <li>Begin to use simple compass directions and locational language.</li> <li>Use aerial photos and plans to recognise landmarks.</li> <li>Draw simple maps e.g. of school grounds.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Use world maps, atlases, and globes.</li> <li>Use simple compass directions and locational language to describe the location of features and routes on a map.</li> <li>Use aerial photos and plans to identify features, human and physical.</li> <li>Devise simple maps and create a key using symbols</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>Confidently use world maps, atlases and globes and begin to use digital mapping.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>Securely use world maps, atlases and globes and use digital mapping.</li> <li>Use compass directions.</li> <li>Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology</li> </ul>	<p>Year 5</p> <ul style="list-style-type: none"> <li>Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world</li> <li>Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology e.g. numerical, quantitative, and writing at length.</li> <li>Use 8-point compass, grid references and Ordnance Survey maps.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs, and digital technology e.g. numerical, quantitative and writing at length.</li> <li>Use digital mapping, 8-point compasses, 4- and 6- digit grid references and Ordnance Survey maps.</li> </ul>
<b>HUMAN AND PHYSICAL GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>Talk about the features of their own immediate environment and how environments may vary.</li> <li>Know about similarities and differences in relation to places, objects, materials and living things</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>Begin to use basic geographical vocabulary e.g. town, city, beach, forest, sea, mountain.</li> <li>Talk about daily weather and seasonal weather patterns in the UK.</li> <li>Find hot and cold areas in world using atlases.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Develop geographical vocab e.g. rural, urban, vegetation, season.</li> <li>Identify daily weather and seasonal weather patterns in the UK.</li> <li>Locate and name hot and cold areas in world in relation to Equator and the North / South Poles</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>Begin to describe some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</li> <li>Begin to describe some key aspects of human geography (settlement/land use and distribution of natural resources)</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</li> <li>Describe and understand aspects of human geography (settlement/land use, economic activity, and distribution of natural resources)</li> </ul>	<p>Year 5</p> <ul style="list-style-type: none"> <li>Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)</li> <li>Explain key aspects of human geography (settlement/land use, economic activity, and distribution of natural resources)</li> <li>Understand the interaction between physical and human processes and features.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>Examine and explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)</li> <li>Examine and explain key aspects of human geography (settlement/land use, economic activity, and distribution of natural resources)</li> <li>Understand the interaction between physical and human processes and features and how these change over time.</li> </ul>
<b>LOCATIONAL KNOWLEDGE</b>		<p>Year 1</p> <ul style="list-style-type: none"> <li>Know names of 7 continents and 5 oceans</li> <li>Name four countries of the UK and their capital cities.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Name and locate the 7 continents and 5 oceans.</li> <li>Name, locate and identify the four countries of the UK, their capital cities, and the surrounding seas</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities.</li> <li>Begin to identify position of latitude, longitude, N/S Hemispheres, and the Equator</li> <li>Begin to identify position of Tropics of Cancer/Capricorn, Arctic, and Antarctic</li> <li>Begin to identify position of Prime/Greenwich Meridian and time zones.</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities.</li> <li>Name and locate countries and cities of the UK, describing geographical regions and topographical features.</li> <li>Explore how some aspects of physical and human characteristics have changed over time</li> </ul>	<p>Year 5</p> <ul style="list-style-type: none"> <li>Locate majority of world's countries &amp; cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features.</li> <li>Identify position of latitude, longitude, and N/S Hemispheres</li> <li>Identify position of Tropics of Cancer/Capricorn, Arctic, and Antarctic</li> <li>Identify position of Prime/Greenwich Meridian and time zones</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>Locate world's countries &amp; cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features.</li> <li>Name and locate countries, cities, and regions of the UK.</li> <li>Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features, and land-use patterns have changed over time.</li> <li>Apply understanding of positional language e.g. longitude, latitude to explain geographical characteristics e.g. topography</li> </ul>
<b>PLACE KNOWLEDGE</b>		<p>Year 1</p> <ul style="list-style-type: none"> <li>Talk about similarities and differences between area of UK and non-European area.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Identify similarities/differences in physical/human geography between an area of the UK and a non-European area</li> </ul>	<p>Year 3</p> <ul style="list-style-type: none"> <li>Begin to explain geographical similarities and differences (region of UK, European country, and N/S America)</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>Explain geographical similarities and differences (regions of UK, European country, and N/S America) and communicate geographically</li> </ul>	<p>Year 5</p> <ul style="list-style-type: none"> <li>Examine geographical similarities and differences (regions of UK, European country, and N/S America) and communicate geographically.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>Analyse geographical similarities and differences (regions of UK, European country, and N/S America) and communicate geographical concepts in a wide variety of ways</li> </ul>