



	EYFS Knowledge & Skills	Year 1 Knowledge & Skills	Year 2 Knowledge & Skills	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Composite NC Objective	Pupils talk about the features of their immediate environment and how environments might vary from one another	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.					
Location	Local environment Observational skills – school environment and surrounding areas, taking pictures	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use google earth to gain a context of place in the world	Name and locate the world’s seven continents and five oceans on a world map Use world maps and globes to identify countries , continents and oceans , equator, North and South Poles	Use globes and world maps to identify geographical regions, identifying the position of the equator, latitude and longitude, and the hemispheres and continents.	Use maps to name and locate counties and cities within the UK. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps .	Use globes and world maps to identify geographical regions, identifying the position and significance of the equator, latitude and longitude, the hemispheres and continents and the tropics of Cancer and Capricorn. Understand time zones (Greenwich/ Meridian) and how they relate to day/ night.	Use maps to locate the countries of the world (including Russia), with specific focus on countries within Europe.

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Composite NC Objective	Pupils talk about the features of their immediate environment and how environments might vary from one another	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.		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.			
Place knowledge	<p>Parkstone Poole Bournemouth England</p> <p>Use fieldwork to observe, record</p>	<p>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 (Africa)</p>	<p>Understand geographical similarities and differences through studying the human and physical geography</p> <p>Use fieldwork to observe, measure, in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Identify land use patterns and how these aspects have changed over time (Dorset) – could be used as intro / bridge stone age to romans</p>	<p>(E-Twinning) Compare the geographical similarities and differences between a region of the UK, and a region of a European Country.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/ everyday life</p>	<p>Use maps to locate countries, including within North and South America.</p> <p>Begin to use primary and secondary sources of evidence to investigate and make comparisons between two localities from different geographical regions.</p>	<p>Use maps to locate countries, including Europe and Russia</p>

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Composite NC Objective	<p>Knowledge & Skills</p> <p>Pupils talk about the features of their immediate environment and how environments might vary from one another</p> <p>Pupils know about similarities and differences between themselves and others and among families, communities and traditions</p>	<p>Knowledge & Skills</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>Knowledge & Skills</p> <p>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</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>	<p>Knowledge & Skills</p> <p>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</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>	<p>Knowledge & Skills</p> <p>Compare the climates of 2 locations, using photographs, maps and weather data. (Climate zones, arctic and ant-arctic circle)</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>	<p>Knowledge & Skills</p> <p>Understand and describe the key aspects of mountains and volcanoes.</p> <p>Understand and describe the key aspects of the water cycle.</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>	<p>Knowledge & Skills</p> <p>Identify and understand key aspects of biomes, vegetation belts and rivers.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/ everyday life.</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>	<p>Knowledge & Skills</p> <p>Use a variety of sources to review knowledge of climate zones, geographical regions, arctic and ant-arctic circle.</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>
Human and Physical geography	<p>Identify seasonal change (Autumn)</p> <p>Observational walks through the outdoor environment</p> <p>Comparing and contrasting different countries and their cultures (festivals)</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot areas of the world (Africa)</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>	<p>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</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>	<p>Compare the climates of 2 locations, using photographs, maps and weather data. (Climate zones, arctic and ant-arctic circle)</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>	<p>Understand and describe the key aspects of mountains and volcanoes.</p> <p>Understand and describe the key aspects of the water cycle.</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>	<p>Identify and understand key aspects of biomes, vegetation belts and rivers.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/ everyday life.</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>	<p>Use a variety of sources to review knowledge of climate zones, geographical regions, arctic and ant-arctic circle.</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p>	

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Composite NC Objective	<p>Knowledge & Skills</p> <p>Pupils talk about the features of their immediate environment and how environments might vary from one another</p> <p>Pupils know about similarities and differences between communities</p>	<p>Knowledge & Skills</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>Knowledge & Skills</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>				
Geographical skills and field work	<p>Plan maps of their places of familiarity i.e bedroom, classroom</p> <p>Devise a simple map of the local area where walked</p>	<p>Identify the United Kingdom on a world and its countries</p> <p>Use simple compass directions (North, South, East and West)</p> <p>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.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>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</p>	<p>Observe, measure and record human and physical features using sketch maps.</p> <p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.</p>	<p>Observe, measure and record human and physical features using plans.</p> <p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.</p>	<p>Observe, measure and record human and physical features using graphs.</p> <p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Identify points on a map using 4 and 6 figure grid references.</p> <p>Use 8 compass points.</p>	<p>Observe, measure and record human and physical features using digital technologies.</p> <p>Suggest questions for investigating.</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Identify points on an atlas map using 4 and 6 figure grid references, latitude and longitude.</p> <p>Use 8 compass points confidently and accurately.</p>