|  |
| --- |
| EYFS |
| FS1 | Mathematics | * Understand position through words alone. For example, “The bag is under the table”, with no pointing.
* Describe a familiar route.
* Discuss routes and locations, using words like “in front of” and “behind.”
 |
| Understanding the World | * Explore natural materials, indoors and outside.
* Explore and respond to different natural phenomena in their setting and on trips.
* Talk about what they see, using a wide vocabulary
* Use all of their senses in hands-on exploration of natural materials.
* Begin to understand the need to respect and care for the natural environment and all living things.
* Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
 |
| FS2 | Understanding the World | * Draw information from a simple map.
* Recognise some similarities and differences between life in this country and life in other countries.
* Explore the natural world around them.
* Describe what they see, hear and feel when outside.
* Recognise some environments that are different to the one in which they live.
 |
| ELG | Understanding the World | People, Culture and Communities | * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
 |
| The Natural World | * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
 |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  | **Autumn** | **Spring** | **Summer** |
| Year 1 | **Spatial Sense****Knowledge:**1. What is an aerial view?
2. How can we describe a location?
3. What do maps do?
4. Why do maps have symbols?
5. Giving directions
6. Using simple compass points
7. Creating maps

**Skills:*** 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
* 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
* 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
 | **The UK****Knowledge:**1. What is the UK?
2. Which countries are in the UK?
3. All about Scotland
4. All about Wales
5. All about Northern Ireland
6. All about England

**Skills:*** Use world maps, atlases and globes to identify the United Kingdom and its countries
* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
 | **Seven Continents****Knowledge:**1. What is a continent?
2. What are the seven continents?
3. What are the 5 oceans on Earth?
4. What is an ocean?
5. What is the equator?
6. Where is the North Pole & South Pole?
7. How are the 7 continents different?
8. Where is our continent, Europe?

**Skills:*** Name and locate the world’s seven continents and five oceans
* Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
* Use world maps, globes and atlases to identify countries, continents and oceans
 |
| Year 2 | **Spatial Sense****Knowledge**1. What is located on my school site?
2. What is a cartographer?
3. Creating maps
4. Recognise & locate physical features on maps
5. Recognise & locate human features on maps
6. Using maps to plan routes
7. Can you use compass directions to plan routes?
8. Identifying locations on globes and world maps

**Skills:*** Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
* Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
* 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
* 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.
 | **The British Isles****Knowledge**1. What is an island?
2. What are the British Isles?
3. What are the main islands of the British Isles?
4. England as part of the British Isles
5. Scotland as part of the British Isles
6. Wales as part of the British Isles
7. Ireland as part of the British Isles
8. Comparing my local area with Cape Town in South Africa

**Skills*** Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom
* Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
* 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
 | **Northern Europe****Knowledge**1. Which countries are in Northern Europe?
2. What is Scandinavia?
3. What is the climate of Northern Europe?
4. Identifying physical features of Northern Europe
5. Identifying human features of Northern Europe
6. How have animals adapted for life in Northern Europe?
7. Who was Roald Amundsen? What did he do?

**Skills*** 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
* Use basic geographical vocabulary to refer to:
* key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
 |
| Year 3 | **Spatial Sense****Knowledge**1. What does a compass do and how do they work?
2. What are the eight points of a compass?
3. What symbols are used on maps?
4. What is the Ordnance Survey?
5. What do grid references tell us?
6. How do we use grid references?
7. Identify physical features of different places.
8. Identify similarities and differences in human features of two places.
9. Comparisons between London and San Francisco.

**Skills*** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* 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
* Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
 | **Settlements****Knowledge**1. What is a settlement?
2. What are the different types of settlements?
3. What is the difference between hamlet, village, town and cities?
4. What are the differences between rural and urban areas?
5. What is population density?
6. How do populations differ between rural and urban areas?
7. Throughout history, why were settlements placed in certain places?
8. Why are settlements located in certain places now?

**Skills*** describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
 | **Rivers****Knowledge**1. What is a river?
2. In History, why did people live and work near rivers?
3. How are rivers formed?
4. Do rivers just flow through one country?
5. What are rivers used for?
6. Recognising major rivers in the seven continents.

**Skills*** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 | **UK Geography: The South West****Knowledge**1. What is the South West known for?
2. Is the South West experiencing erosion?
3. Is tourism important in the South West?
4. What is the climate like in the South West?
5. How has the South West changed over time?

**Skills*** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
 | **Western Europe****Knowledge**1. Which countries are in Western Europe?
2. What is the climate of Western Europe?
3. How do the countries of Western Europe trade with each other?
4. All about France
5. Comparing London and Paris

**Skills*** Locate the world’s countries, using maps to focus on Europe; concentrating on environmental regions, key physical and human characteristics, countries, and major cities

Describe and understand key aspects of:* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* human geography: types of settlement/land use, economic activity, trade links, and the distribution of natural resources including energy, food, minerals and water
 | **Asia: China & India****Knowledge**1. Where are India and China located?
2. India’s physical geography
3. What are the climates of India?
4. What is the population of India?
5. Physical and human features of China
6. Important Indian rivers
7. Why was the Great Wall of China built?

**Skills**Describe and understand key aspects of:* Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
 |
| Year 4 | **Spatial Sense****Knowledge**1. What are lines of latitude and longitude?
2. Where are the tropics of Cancer and Capricorn?
3. Why do maps have scales? What does this mean?
4. Using 4 figure grid references to locate places
5. How has our local area changed over time?

**Skills*** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time
* identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic /Antarctic Circle, the Prime/Greenwich Meridian and time zones
* use the eight points of a compass, four and six-figure grid references, symbols and keys
 | **Mediterranean Europe****Knowledge**1. Where is Mediterranean Europe located?
2. What is the climate of Mediterranean Europe and why?
3. How does the climate affect growing crops?
4. Which mountain ranges are in Mediterranean Europe?
5. Which settlements can you name in Mediterranean Europe?

**Skills*** locate the world’s countries, using maps to focus on Europe
* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 | **Eastern Europe****Knowledge**1. Where is Eastern Europe located?
2. What are the Baltic countries?
3. What are the Balkan countries?
4. Does all of Eastern Europe have the same climate?
5. Locate and describe physical features of Eastern Europe
6. Comparison of an eastern European country to the UK

**Skills*** Locate the world’s countries, using maps to focus on Europe (including the location of Russia)
 | **UK Geography: Northern Ireland****Knowledge**1. What do we know about Northern Ireland?
2. Why do tourists visit Northern Ireland?
3. What is the Giant’s Causeway?
4. What is the difference between Northern Ireland and the Republic of Ireland?
5. What are the Marble Arch Caves?

**Skills*** name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
 | **UK Geography: London and the South East****Knowledge**1. Which counties does the South East of England cover?
2. What role has the river Thames played in the history of London?
3. What is Canterbury famous for?
4. Why do tourists go to Brighton?
5. What are the key features of Dover?

**Skills*** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
 | **Asia: Japan****Knowledge**1. Where is Japan located?
2. What creates Japan’s varied climate?
3. Recognising physical features of Japan
4. What are the differences between Tokyo and Kyoto?
5. What was the feudal system in Japan’s history?

**Skills**Describe and understand key aspects of:* Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
* Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
 |
| Year 5 | **Spatial Sense****Knowledge**1. How do cartographers use lines of latitude and longitude?
2. How many hemispheres are there?
3. What is the Prime Meridian?
4. How do we use co-ordinates to locate places on a map?
5. How do map scales help us?
6. What is a relief map? How do we interpret them?

**Skills*** Use maps, atlases, globes and digital mapping to locate countries and describe features studied
* Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world
 | **Mountains****Knowledge**1. What is a mountain? Why is it different to a hill?
2. What is a landform?
3. How are mountains and mountain ranges formed?
4. Where are the Alps? What is special about them?
5. Where is the world’s highest mountain? Is it a young mountain or an old mountain?
6. Identifying mountain ranges in North and South America
7. Identifying mountains in Africa – what is different about them?

**Skills*** physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 | **UK Geography: East Anglia, the Midlands, Yorkshire and Humberside****Knowledge**1. East Anglia –geography of the land and land use through history
2. Which settlements are in the Midlands? Is there a range?
3. Yorkshire – physical geography and topography
4. How have humans changed the landscape in Yorkshire and Humberside?

**Skills*** Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
 | **Australia****Knowledge**1. Where is Australia – key physical features?
2. Who was Captain James Cook?
3. What does aboriginal mean?
4. Where are settlements located in Australia, specifically the cities?
5. What is the climate of Australia?
6. Does Australia have a diverse range of biomes?
7. Is Australia’s biodiversity under threat? In what way? Why?

**Skills*** Describe and understand key aspects of
* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
 | **Nez Zealand & the South Pacific****Knowledge**1. Where is New Zealand located?
2. Physical features of New Zealand
3. How many islands are in the South Pacific Ocean? Can you name them?
4. Who were the first people to live in New Zealand?
5. Why does New Zealand experience earthquakes?
6. How does New Zealand’s climate support its animals and plants?

**Skills*** Describe and understand key aspects of
* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
* human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
 | **Local Study****Knowledge**1. Who are our local councillors?
2. What issues does our local area face?
3. Drawing sketch maps from memory
4. How can geographers help support local issues?
5. Collecting data to support our chosen issue
6. Presenting and interpreting our data

Skills* 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, graphs and digital technologies.
 |
| Year 6 | **Spatial Sense****Knowledge**1. Why are lines of latitude and longitude used?
2. What happens when they meet?
3. Where are the Arctic and Antarctic circles?
4. Why does the world have time zones?
5. What is map projection?
6. What other types of maps are there? What other information can they tell us?

**Skills*** identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
 | **British Geographical Issues****Knowledge**1. What is air pollution – how does it affect us?
2. Effects of climate change in the UK?
3. How is waste managed in the UK?
4. What problems does litter cause?
5. How does our local area respond to a specific problem that we have?

**Skills*** name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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 technologies.
 | **North America****Knowledge**1. Which countries make up North America?
2. How do biomes contrast within North America? Is there a wide variety?
3. How are North America’s rivers used?
4. Cities in North America – increasing populations and urbanisation?
5. Comparing Anchorage and London

**Skills**Pupils should be taught to:* locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
* understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
 | **South America****Knowledge**1. Which countries make up South America?
2. How has South America’s geography changed through time?
3. What was the Incan Empire?
4. What were the Inca known for?
5. Where are the Andes?
6. What physical features are located in the Andes Mountain range?
7. Brazil’s agriculture and current problems with deforestation

**Skills*** locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
* describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cyclehuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | **Africa****Knowledge**1. Africa’s diversity amongst its countries – how many countries?
2. What was Ancient Africa known for?
3. The Sahara Desert and the issue of desertification
4. Food Security in Africa – which countries are most affected?
5. Specific country knowledge - Kenya

**Skills*** locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
* describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cyclehuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | **Globalisation****Knowledge**1. What is globalisation?
2. Is globalisation always positive?
3. What is economic globalisation and how does this affect countries?
4. How does political globalisation link with the UN and the development goals?
5. Social and cultural globalisation – how is this spread around the world?

**Skills*** understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
 |