



Year 1/2

Pupils should be taught to:

Locational knowledge

- name and locate the world’s seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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

Geographical skills and fieldwork

- 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.

Year 3/4

Pupils should be taught to:

Locational knowledge

- 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
- 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
- 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)

Place knowledge

- 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

Human and physical geography

- 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-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
- 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.

Year 5/6

Year	Geographical Enquiry	Physical Geography	Human Geography	Place and Location Knowledge	Geographical Skills and Fieldwork	Map and Atlas Work
1	<p>Say what they like about their locality</p> <p>Answer some questions using different resources, such as books, the internet and atlases</p> <p>Think of a few relevant questions to ask about a locality</p> <p>Answer questions about the weather</p>	<p>Explain how the weather changes with each season</p> <p>Identify basic physical features in locations eg. hill, forest, season, weather, beach, coast</p>	<p>Name key features associated with a town or village, e.g. city, town, village, house, shop (in locality)</p>	<p>Identify the four countries making up the United Kingdom</p> <p>Name the capital cities in the four countries of the and some towns</p> <p>Understand where we live as part of something bigger eg. Oldbury in England in the UK</p>	<p>Use locational and directional language (eg, near and far, left and right, forwards, backwards) to describe locations/features on a map/route</p> <p>Identify key landmarks within the local area.</p> <p>Describe the location of features and routes on maps.</p> <p>Use photographs to recognise landmarks and basic human and physical features in the local area and Birmingham.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and local area.</p>	<p>Draw simple maps of the local area/school using own symbols.</p> <p>Describe a journey when given a simple route map eg, turn left at the phone box.</p> <p>Use an infant atlas/map and globe to identify countries in the UK and places they have heard of.</p> <p>Find where they live on a map of the UK</p>
2	<p>Label a diagram or photograph using some geographical words</p> <p>Find out about a locality by using different sources of evidence</p> <p>Ask questions such as 'Where is it? What is it like?'</p>	<p>Explain the main features of a hot and cold place</p> <p>Identify hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Describe some physical features of their own locality</p> <p>Understand different regions have different</p>	<p>Know something about the people who live in hot and cold places eg. North/South poles</p> <p>Describe some human features of their own locality, such as the jobs people do</p>	<p>Name the 7 continents of the world and find them in an atlas</p> <p>Name the world's 5 oceans and surrounding seas of the UK and find them in an atlas</p> <p>Name the major cities of England, Wales, Scotland and Ireland and increasing</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use 4 simple compass directions (NSEW) to describe location of features</p>	<p>Use world maps, infant atlases and simple globes to identify the UK and continents.</p> <p>Identify the five oceans, North and South Pole and Equator on a globe.</p> <p>Use simple compass directions (North, East,</p>

<p>Say what they like and don't like about their locality and another locality like the seaside</p> <p>Use different resources, such as books, the internet and atlases</p>	<p>natural resources which can be used for building (link to buildings around the world)</p> <p>Describe a place outside Europe using geographical words</p> <p>Describe the key features of a place, using: ocean, sea, river, soil, valley, vegetation, mountain, cliff</p>	<p>Explain how the jobs people do may be different in different parts of the world</p> <p>Know that some people might spoil the area/make it better</p> <p>Use vocabulary: factory, farm, office, port, harbour</p>	<p>numbers of towns within the UK</p> <p>Locate North/South Poles/Equator and know where the UK sits in relation to these.</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 (Beijing, China)</p>	<p>Further develop use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.</p>	<p>South and West) for routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p>
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Year	Geographical Enquiry	Physical Geography	Human Geography	Place Knowledge Location Knowledge	Geographical Skills and Fieldwork	Map and Atlas Work
3	<p>Use correct geographical words to describe a place and the events that happen there</p> <p>Ask questions such as 'Where is it? What is the land used for? Why is the place like it is?'</p>	<p>Describe and understand key aspects of earthquakes and volcanoes and rivers and their effect on other features eg. soil, vegetation etc</p> <p>Understand the water cycle</p> <p>Understand how flooding happens</p> <p>Know key topographical features: rivers, hills, mountains, coasts</p>	<p>Confidently describe human features in a locality</p> <p>Explain why a locality has certain human features ie. Why do people live near water although it may flood? Why do people live near volcanoes? (eg. food, land use, economic activity)</p>	<p>Name and locate counties and cities in the UK (linked to rivers running through them)</p> <p>Name and locate some well-known European countries and major cities (Italy, Rome)</p> <p>Name and locate the capital cities of neighbouring European countries</p> <p>Locate Northern and Southern hemispheres and</p>	<p>Use the eight points of a compass,</p> <p>Use fieldwork to observe, measure 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 (rivers)</p> <p>Draw and label diagrams of rivers using accurate geographical vocabulary</p>	<p>Use letter/number co-ordinates on a grid (four figure) on simple maps to locate features.</p> <p>Recognise simple keys and their importance</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and</p>

				<p>know that the Equator separates them.</p> <p>Understand land use patterns in the UK (rivers)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Oldbury), a region in a European country (Italy)</p>		<p>describe features studied (European)</p> <p>Begin to understand scale on a map.</p> <p>Introduce the use of a large OS map to follow a river and identify human and physical features</p>
4	<p>Carry out a survey to discover features of cities and villages</p> <p>Make comparisons between places at a larger scale eg. compare population data across Europe (settlement)</p> <p>Use tables and graphs to gather information eg. temperature and climate</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes.</p> <p>Understand physical features of oceans and compare to land</p> <p>Understand how weather patterns affect climate (linked to Capricorn and cancer - seasons)</p>	<p>Know about types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy</p> <p>Understand detrimental impact of human activity on the environment (Great Barrier Reef)</p>	<p>Name and locate the world's oceans and some seas (including Great Barrier Reef)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>Identify the position of Equator, latitude, longitude, Northern Hemisphere, Southern Hemisphere, Arctic/Antarctic Circle</p> <p>Indicate tropical, temperate and polar climate zones on a map in relation to weather/food production etc</p>	<p>Record data using field sketches, tables and charts eg. types of industry in ports/market towns/resorts</p> <p>Compare with another country (eg. Russia)</p> <p>Label the same features on an aerial photograph as on a map</p> <p>Continue to use the 8 compass points confidently</p>	<p>Locate Equator, Tropic of Cancer and Capricorn on a map.</p> <p>Continue to use a four figure grid references</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied eg trenches, submarine volcano, North Atlantic Ridge etc</p> <p>Use appropriate symbols to represent</p>

						different physical features on a map
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Year	Geographical Enquiry	Physical Geography	Human Geography	Place Knowledge Location Knowledge	Geographical Skills and Fieldwork	Map and Atlas Work
5	<p>Find possible answers to their own geographical questions</p> <p>Investigate a place at a larger scale, East Africa</p>	<p>Explain how a location fits into its wider geographical location with reference to physical features</p> <p>Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns – in greater detail linking volcanoes.</p> <p>Further extend understanding of climate zones, biomes and know what a vegetation belt is.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts</p> <p>Describe and understand the aspects of physical geography to include the formation of mountains, focusing on Mount</p>	<p>Explain how a location fits into its wider geographical location with reference to human and economical features</p> <p>Understand the impact humans have on natural resources and the environment – climate change, oceans</p> <p>Explain what a place might be like in the future, taking account of issues impacting on human features eg climate change in the Antarctic</p>	<p>Name and locate many of the world's most famous mountain regions on maps (Kenya / Tanzania)</p> <p>Identify similarities and differences of human and physical geography of the local area and how it has changed over time eg. temperature and weather (Shackleton expedition – Antarctica/Black Country)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night)</p>	<p>Use photographs, maps and fieldwork to record and present changes within the local area over time (Black Country).</p> <p>Compare a variety of aerial photos and maps of the same location or area.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Use fieldwork to observe, measure, record and present how human and physical features in the Black Country have changed over time.</p>	<p>Continue to use atlases, globes and digital mapping in relation to their learning</p> <p>Use maps and satellite images to identify aspects of human and physical geography eg. rainfall, population density, agriculture and elevation above sea level (East Africa)</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p>

		Kilimanjaro and the physical features of the Antarctic – glaciers, crevasses, ice caps		Extend understanding of the world to include a study of a location in East Africa		Describe and use key symbols on an OS map (explorer)
6	<p>Suggest questions to investigate about a place</p> <p>Draw conclusions from data collected and presented</p>	<p>Give extended descriptions of the physical features of different places around the world</p> <p>Understand how climate and vegetation are connected to biomes</p> <p>Describe the climate of a region and how plants and animals have adapted to it</p> <p>Explain some ways biomes are valuable, under threat and how they can be protected (rainforest, ocean)</p>	<p>Give an extended description of the human features of different places around the world</p> <p>Understand the impact humans have on natural resources and the environment and how the world's resources are being depleted (deforestation etc)</p>	<p>Identify similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America (Rainforests)</p> <p>Name and locate the world's countries, using maps to focus on Europe and North and South America, including their cities</p> <p>Name a number of countries in the Northern and Southern Hemisphere</p> <p>Locate and name the main countries in South America on a world map and atlas</p> <p>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)</p> <p>Explain how the time zones work</p>	<p>Select sources of information for different purposes and explain choices</p> <p>Collect data about an area, including the use of data logging equipment</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Confidently use 6 figure grid references</p> <p>Begin to use other information within atlases to find out other features eg. the wettest part of a place/world, largest population</p> <p>Use OS maps to find Prime, Meridian and Greenwich (time zones)</p> <p>Plan a route using an OS map</p>

				Explain how the water cycle works		
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