



*Holding God's Hand, we nurture hearts, minds and spirits.*

<b>Year 1</b>	
<b>Geographical Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>• Ask simple geographical questions e.g. What is it like to live in this place?</li> <li>• Use simple observational skills to study the geography of the school and its grounds.</li> <li>• Use simple maps of the local area to observe and comment on key features e.g. large scale, pictorial etc.</li> <li>• Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.</li> <li>• Make simple maps and plans e.g. pictorial place in a story.</li> </ul>
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Name locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</li> <li>• Use basic geographical vocabulary to refer to key human and physical features. Including: beach, cliff, coast, port, harbour and shop.</li> <li>• 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</li> <li>•</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• Name, describe and compare familiar places.</li> <li>• Know about some present changes that are happening in the local environment e.g. at school.</li> </ul>

	<b>Year 2</b>
<b>Geographical Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. (Including OS Map Symbols)</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

## Year 3

### Geographical Skills and Fieldwork

- Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? (UK Locations)
- Understand and use a widening range of geographical terms and basic geographical vocabulary.
- Make fieldwork sketches, diagrams, maps, plans and four figure grid references.
- Analyse a range of existing maps using symbols, keys and the 8 points of a compass. Identify key features using symbols on OS maps.

### Locational Knowledge

- Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.
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### Human and Physical Geography

- Identify physical and human features of the locality.

### Place Knowledge

- Understand why there are similarities and differences between places.
- Develop some awareness of how places relate each other.

## Year 4

### Geographical Skills and Fieldwork

- Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? (European Locations)
- Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.
- Develop the use of a variety of sources in order to collect geographical information.
- Understand and use a widening range of geographical terms and geographical vocabulary.
- Make more detailed fieldwork sketches, diagrams, maps and plans using four figure grid references.
- Use a range of existing maps using symbols, keys and the 8 points of a compass.

### Locational Knowledge

- Identify where countries are within the Europe.
- Name and locate capital cities within Europe.

### Human and Physical Geography

- Identify physical and human features of the localities in Europe.
- Explain the physical processes of volcanoes and earthquakes.
- Explain and explore the physical features and human implications of natural disasters and climate change.
- Explain the physical processes of the British coastline.
- Identify where countries are within the UK and the key topographical features.
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### Place Knowledge

- Understand why there are similarities and differences between places in the UK and Europe.
- Name and locate the cities of the UK.
- Develop an awareness of how places relate each other.

## Year 5

### Geographical Skills and Fieldwork

- Make predictions and test simple hypotheses about people and places.
- Communicate findings in ways appropriate to the task or for the audience.
- Understand and use a widening range of precise geographical terms and geographical vocabulary.

### Locational Knowledge

- Locate North America on a variety of maps.
- Locate Scandinavian countries on a variety of maps.
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### Human and Physical Geography

- Identify the physical and human features of rivers.

### Place Knowledge

- Understand and explain why there are similarities and differences between places.
- Develop an awareness of how places relate each other, comparing and contrasting with previous knowledge.

## Year 6

### Geographical Skills and Fieldwork

- Ask, answer and predict the answer to causal geographical questions. Why is it happening here? Could it happen there? What has happened in the past to cause that?
- Develop views and attitudes to critically evaluate responses to local and global issues.
- Present information, collected data and findings in a variety of different ways, choosing which is appropriate for the audience.
- Use precise geographical language and vocabulary.
- Use and create a wide range of different maps for geographical study, independently choosing the most suitable for a given task.
- Use and create a wide range of maps to locate countries and features studied.
- Develop a knowledge of the different OS maps, scales and changing symbols.
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### Locational Knowledge

- Locate South America on a variety of maps.
- Explore and identify the location of tectonic plates and major volcanoes
- Identify where main trading partners are located on the globe.
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### Human and Physical Geography

- Identify physical features and human implications on the rainforest.
- Identify the cause, impact and geographical changes regarding worldwide trade.
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### Place Knowledge

- Understand and critically explain why there are similarities and differences between places.
- Develop a greater awareness of how places relate each other, comparing and contrasting with previous knowledge.
- Develop a growing knowledge of the local area.
- Identify a range of human and physical features found in the local area and how these have changed and developed over time.