

| GEOGRAPHY Pupils should be taught.... | EYFS | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
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| <p>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 (KS1)</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (KS2)</p> | Draw information from a simple map. | use world maps, atlases and globes to identify the United Kingdom and its countries explore maps of the local area | use world maps, atlases at a range of scales and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans use contents/index to locate country explore maps of the local area | use selected maps, atlases, globes and digital/ computer mapping to locate countries use key accurately use contents/index to locate page quickly and accurately (ICT) | use selected maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. use contents/index to locate position of location including page/coordinates | use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc. | use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc. |
| <p>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 (KS1)</p> <p>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 (KS2)</p> | 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'. | use simple compass directions (N, S, E, W) and locational and directional language use control/programing of floor turtles etc. | use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map use control/programing of floor turtles etc. to accurately plan routes | use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK | use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world | 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 UK and the wider world | 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 UK and the wider world |
| 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 (KS1) | | use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features | use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; | | | | |

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| | | | devise a simple map; and use and construct basic symbols in a key. | | | | | |
| <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. (KS1)</p> <p>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.(KS2)</p> | <p>Explore the natural world around them. 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.</p> | <p>use simple field work and observational skills including simple sketches and using a camera to study the geography of the school and its grounds and the key human and physical features of its surrounding environment</p> | <p>use simple field work and observational skills including simple field sketches, maps and diagrams, use a camera to study the geography of the school and its grounds and the key human and physical features of its surrounding environment</p> | <p>use fieldwork to observe, measure and record including more detailed sketches and diagrams draw maps more accurately construct questionnaire</p> | <p>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 and graphs draw accurate maps and develop more complex keys show questionnaire results in simple chart</p> | <p>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 draw in scale show accuracy of scale <i>conduct a land use survey</i></p> | <p>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- show understanding of pattern/ movement/ change <i>record measurement of river width/ depth/ velocity</i></p> | |
| <p>understand basic subject-specific vocabulary relating to human and physical geography</p> <p>Locational knowledge</p> <p>name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (KS1)</p> <p>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</p> | <p>Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p> | <p>express own views about a place, people, environment</p> | <p>express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences</p> | <p>analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population</p> | <p>analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps</p> | <p>analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life</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> | |

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| <p>physical and human characteristics, countries, and major cities</p> <p>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</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) (KS2)</p> | | | | | | | | |
| <p>Place knowledge</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 (KS1)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a</p> | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p>recognise how places have become the way they are e.g. shops</p> | <p>recognise how places have become the way they are, with simple explanations as to why</p> | <p>identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate</p> <p>hold geographical issues through drama role play e.g. recycling</p> | <p>identify and explain different views of people including themselves</p> | <p>identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject</p> | <p>identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views</p> | |

| European country, and a region within North or South America (KS2) | | | | | | | | |
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| <p>Human and physical geography</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 (KS1)</p> <p>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 (KS2)</p> <p>Use basic geographical vocabulary to refer to:</p> <p>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,</p> | | <p>North and South poles</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>weather patterns in UK</p> | <p>Equator</p> <p>Compare Burgess Hill to Wainwright, Alaska, USA</p> <p>Comparison of London and other cities in the UK</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> | <p>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Comparison of England and China</p> | <p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (<i>settlements in Brighton</i>)</p> <p><i>mountains and earthquakes</i></p> <p>climate zones, biomes and vegetation belts, rivers, and the water cycle</p> | <p>hills, mountains, coasts and rivers</p> <p>Comparison of England and North America</p> <p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> | | |

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| factory, farm, house, office, port, harbour and shop | | | | | | | | |
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