



AUTUMN/SPRING/SUMMER				
Reception	Year 1	Year 2	LKS2	UKS2
GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING (Locational and Place Knowledge)				
<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Shows an interest in different occupations and ways of life. Enjoys playing with small-world models e.g. Farm, a garage or a train track. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate: seven continents and five oceans Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. <p>Place Knowledge</p> <ul style="list-style-type: none"> Local area study, compare similarities and differences through studying small area of the UK and a small area in a Non- European country. Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name locate and identify four countries and capital cities of UK and surrounding seas. Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment <p>Place Knowledge</p> <ul style="list-style-type: none"> Local area study, compare similarities and differences through studying small area of the UK and a small area in a Non- European country Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate world countries on a map and focus on Europe (including Russia), Americas focussing on regions, key human and physical characteristics, countries and major cities They become more adept at comparing places, and understand some reasons for similarities and differences Name and locate countries and cities of the UK, identify geographical regions and their key human and physical characteristics, Identify topographical features, land use and understand changes over time. Identify the significance of latitude and longitude Equator Northern and Southern hemispheres Tropics Cancer and Capricorn Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones including day and night <p>Place Knowledge</p> <ul style="list-style-type: none"> Regional comparison of UK, a region of a European country and a region within North or South America. They become more adept at comparing places, and understand some reasons for similarities and differences 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate world countries on a map and focus on Europe (including Russia), Americas focussing on regions, key human and physical characteristics, countries and major cities They become more adept at comparing places, and understand some reasons for similarities and differences. They show some understanding of the links between places, people and environments. Name and locate countries and cities of the UK, identify geographical regions and their key human and physical characteristics, Identify topographical features, land use and understand changes over time. Identify the significance of latitude and longitude Equator Northern and Southern hemispheres Tropics Cancer and Capricorn Arctic and Antarctic Circle. Prime/Greenwich Meridian and time zones including day and night <p>Place Knowledge</p> <ul style="list-style-type: none"> Regional comparison of UK, a region of a European country and a region within North or South America. They become more adept at comparing places, and understand some reasons for similarities and differences. They show some understanding of the links between places, people and environments.
HUMAN AND PHYSICAL GEOGRAPHY (Weather, climate and geographical vocabulary)				
<ul style="list-style-type: none"> Talks about things they have observed e.g. Plants, animals natural and found objects. 	<ul style="list-style-type: none"> Identifying seasonal and daily weather patterns in the UK Identifying the location of hot and cold areas of the world in relation to the equator and North and South Poles. Using geographical vocabulary to refer to: <p>Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Human features: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<ul style="list-style-type: none"> Identifying seasonal and daily weather patterns in the UK Identifying the location of hot and cold areas of the world in relation to the equator and North and South Poles. Using geographical vocabulary to refer to: <p>Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Human features: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Describing and understanding key aspects of:</p> <p>Physical geography: Climate zones, biomes and vegetation belt, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography: Types of settlement and land use, economic activity including trade links and the distribution of natural resources: food, minerals, water.</p>	<p>Describing and understanding key aspects of:</p> <p>Physical geography: Climate zones, biomes and vegetation belt, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography: Types of settlement and land use, economic activity including trade links and the distribution of natural resources: food, minerals, water.</p>

GEOGRAPHICAL ENQUIRY

(Observing, analysing, evaluating and communicating geographical information)

<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<p>Teacher led enquiries, to ask and respond to simple closed questions e.g. what is it like to live in this place?</p> <ul style="list-style-type: none"> Use information books/pictures as sources of information Investigate their surroundings Make observations where things are, e.g. within school or local area 	<p>Children encouraged to ask simple geographical questions, e.g. Where is this place? What is it like? How has it changed?</p> <ul style="list-style-type: none"> Use non-fiction books, stories, maps, pictures, photos and the Internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places. 	<p>By the end of Lower KS2 pupils ask and respond to questions and offer their own opinions. Ask geographical questions: where is this location? What do you think about it? What is this landscape like? What will it be like in the future?</p> <ul style="list-style-type: none"> Use non-fiction books, stories, atlases/maps, pictures/ photos and the Internet as sources of information. Investigate places and themes at more than one scale. Begin to collect and record evidence, Analyse evidence and to draw conclusions, e.g. compare two locations using photos, pictures and maps, 	<p>By the end of Upper KS2 pupils suggest questions for investigating, e.g. What is this landscape like? How has it changed? What changed it? How is it changing? What patterns can you see? How has the pattern changed?</p> <ul style="list-style-type: none"> Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unsupported. Analyse evidence and draw conclusions, e.g. Comparing temperature of various locations, influence on people and their way of life, comparing land use and patterns and explaining reasons behind it.
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GEOGRAPHICAL SKILLS AND FIELDWORK

(Using maps, compasses and observational skills)

<ul style="list-style-type: none"> Shows interest in illustrations and print in books and print in the environment. Notices detailed features of objects in their environment. 	<ul style="list-style-type: none"> Use maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans. Use 4 Compass points N, S, E, W and use directional language: near and far, left and right, up and down to describe the location of features and routes on a map. Use aerial photographs and plans to recognise landmarks and human and physical features Use own symbols on imaginary map Use a simple map to move around the school. Use observational skills to study the geography of their school and its grounds and human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> Use maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans. Use 4 Compass points N, S, E, W and use directional language: near and far, left and right, to describe the location of features and routes on a map Use aerial photographs and plans to recognise landmarks and human and physical features Use class agreed symbols to make a simple key Follow a route on a map Use observational skills to study the geography of their local area in a close proximity to the school and its human and physical features Use an infant atlas to locate places 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital mappings to locate countries and describe features. Begin to use 8 compass points N, NE, E, SE, S, SW, W, NW, Use 4 figure grid references. Make a simple scaled drawing. Know why a key is needed. Begin to recognise symbols on an Ordnance Survey (OS) map. Locate places on a larger scale map, e.g. map of Europe, and find UK or India on a globe. Follow a route on a larger scale map. Begin to identify significant places and environments Use junior atlases 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, 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital mappings to locate countries and describe features. Use 8 compass points confidently and accurately Begin to use 6 figure grid references, Begin to draw plans with increasing complexity. Use and recognise OS map symbols Use atlas symbols Locate places on a world map. Follow a short route on an OS map Select a map for a specific purpose e.g. pick a map to find a specific village. Use atlases to find out about other features of places e.g. mountain regions and weather patterns. Confidently identify significant places and environments Recognise world map as a flattened globe 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,
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