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| Location | | EYFS | Understanding the world; Development matters and Early Learning Goals |
| | Substantive Knowledge | <ul style="list-style-type: none"> • To know that usually water is represented in blue on a map or globe. • To know the name of our country and that it is part of the United Kingdom. • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). | <p><u>Development Matters</u></p> <ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand that some places are special to members of their community. <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • 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. |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> • Identifying land and water on a map or globe • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area) | |

| | | Year 1 (Year A) | Year 2 (Year B) | National curriculum - end of KS1 Pupils should be able to: |
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| Location | Substantive Knowledge | <ul style="list-style-type: none"> To know the name of the four continents (Europe, Asia, Africa and North America). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean). | <ul style="list-style-type: none"> To be able to name the seven continents of the world. To be able to name the five oceans of the world. | <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> Locating four of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in. | <ul style="list-style-type: none"> Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. | |
| | Substantive Knowledge | <ul style="list-style-type: none"> To know that the UK is short for 'United Kingdom'. To know that the United Kingdom is made up of four countries and to be able to name them. To know that a capital city is the city where a country's government is located. To know the name of the country they live in. To know the capital cities of the UK | <ul style="list-style-type: none"> To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. | <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> Locating the four countries of the United Kingdom (UK) on a map of this area. | <ul style="list-style-type: none"> Locating the surrounding seas of the UK on a map of this area. | |

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| | | <ul style="list-style-type: none">• Beginning to locate the capital cities of the four countries of the UK on a map of this area.• Identifying characteristics (both human and physical) of the four countries of the UK. Showing on a map which country they live in and locating its capital city. | <ul style="list-style-type: none">• Confidently locating the capital cities of the four countries of the UK on a map of this area.• Identifying characteristics (both human and physical) of the four capital cities of the UK.• Showing on a map the city, town or village where they live in relation to their capital city. | |
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| | | Year 3 (Year A) | Year 4 (Year B) | National curriculum - end of KS2 Pupils should be able to: |
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| Location | Substantive Knowledge | <ul style="list-style-type: none"> To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). | <ul style="list-style-type: none"> To know the names of some of the world's most significant rivers. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know that biomes are areas of world with similar climates, vegetation and animals. To know the world's biomes. To know vegetation belts are areas of the world which are home to similar plant species. | <ul style="list-style-type: none"> 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 |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. | <ul style="list-style-type: none"> Locating some of the world's most significant rivers and identifying any patterns. Locating some key human features in countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. | |

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| | | <ul style="list-style-type: none"> • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. | | |
| Substantive Knowledge | <ul style="list-style-type: none"> • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement. | <ul style="list-style-type: none"> • To know the main types of land use. • To begin to name the twelve geographical regions of the UK. | <ul style="list-style-type: none"> • 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 | |
| Disciplinary Knowledge | <ul style="list-style-type: none"> • Locating some counties in the UK (local to your school). • Locating some cities in the UK (local to your school). • Beginning to locate the twelve geographical regions of the UK. • Identifying key physical and human characteristics of geographical regions in the UK. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. | <ul style="list-style-type: none"> • . Beginning to locate the twelve geographical regions of the UK. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. | | |
| Substantive Knowledge | <ul style="list-style-type: none"> • To know that countries near the Equator have less seasonal change than those near the poles. | <ul style="list-style-type: none"> • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the | <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, | |

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| | | <ul style="list-style-type: none"> • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. • To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. | <p>countries with the hottest climates.</p> <ul style="list-style-type: none"> • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • | <p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prim</p> |
| | <p>Disciplinary Knowledge</p> | <ul style="list-style-type: none"> • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. | <ul style="list-style-type: none"> • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. • | |

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| | | <ul style="list-style-type: none">• Identifying the position and significance of both the Arctic and Antarctic Circle. | | |
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| | | Year 5 (Year A) | Year 6 (Year B) | National curriculum - end of KS2 Pupils should be able to: |
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| Location | Substantive Knowledge | <ul style="list-style-type: none"> To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland). | <ul style="list-style-type: none"> To know the location of key physical features in countries studied. | <ul style="list-style-type: none"> 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 |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. | <ul style="list-style-type: none"> Locating key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. | |
| | Substantive Knowledge | <ul style="list-style-type: none"> To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. | <ul style="list-style-type: none"> To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK. | <ul style="list-style-type: none"> 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, |

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| | Disciplinary Knowledge | | <ul style="list-style-type: none"> • Locating many counties in the UK. • Locating many cities in the UK. • Confidently locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land-use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features. | coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time |
| | Substantive Knowledge | <ul style="list-style-type: none"> • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones. | | <ul style="list-style-type: none"> • 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) |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> • Using longitude and latitude when referencing location in an atlas or on a globe. | <ul style="list-style-type: none"> • Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. | |

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| Place | | EYFS | Understanding the world; Development matters and Early Learning Goals |
| | Substantive Knowledge | <ul style="list-style-type: none"> • I know about the jobs in our local community through books, experiences and talking to visitors • I know how to care of our environment (where we live) through listening to what has been read to me • I understand why it is important to look after where we live • I know ways in which we can help other environments (not just where we live) - such as recycling, not littering, planting trees etc. | <p><u>Development matters</u></p> <ul style="list-style-type: none"> • Recognise some environments that are different from the one in which they live. • Recognise some similarities and differences between life in this country and life in other countries. <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> • I can tell you about jobs within our local community • I can talk about ways to protect and care for our environment | |

| | | Year 1 (Year A) | Year 2 (Year B) | National curriculum - end of KS1 Pupils should be able to: |
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| Place | Substantive Knowledge | <ul style="list-style-type: none"> To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours. | <ul style="list-style-type: none"> To know some similarities and differences between their local area and a contrasting non-European country | <ul style="list-style-type: none"> 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. |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place. | <ul style="list-style-type: none"> Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place. | |

| | | Year 3 (Year A) | Year 4 (Year B) | National curriculum - end of KS2 Pupils should be able to: |
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| Place | Substantive Knowledge | <ul style="list-style-type: none"> To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes. | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> 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. |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. | <ul style="list-style-type: none"> Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. | |

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| Place | | Year 5 (Year A) | Year 6 (Year B) | National curriculum - end of KS2 Pupils should be able to: |
| | Substantive Knowledge | <ul style="list-style-type: none"> To know some similarities and differences between the UK and a European mountain region. To know why tourists, visit mountain regions. | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> 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. |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> Describing and explaining similarities between two regions studied. Describing and explaining differences between two regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Comparing the climate studied in a region of the UK with that of a region of North and South America and discussing how both climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in hot places. | <ul style="list-style-type: none"> Using maps to explore wider global trading routes. | |

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| Human and Physical Geography | | EYFS | Understanding the world; Development matters and Early Learning Goals |
| | Substantive Knowledge | <ul style="list-style-type: none"> • I know the names of the 4 seasons and what happens during autumn and winter to the weather, plants, trees and animals • I know the names of the 4 seasons and what happens during winter and spring to the weather, plants, trees and animals • I know the names of the 4 seasons and what happens during spring and summer to the weather, plants, trees and animals | <p><u>Development matters</u></p> <ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. • Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> • I can spot signs of autumn/winter • I can spot signs of winter/spring • I can make observations of plants and animals • I can spot signs of spring/summer | |

| | | Year 1 (Year A) | Year 2 (Year B) | National curriculum - end of KS1 Pupils should be able to: |
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| Human and Physical Geography | Substantive Knowledge | <ul style="list-style-type: none"> To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. | <ul style="list-style-type: none"> To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. | <ul style="list-style-type: none"> 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 |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. | <ul style="list-style-type: none"> Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. | |
| | Substantive Knowledge | <ul style="list-style-type: none"> To know that physical features means any feature of an area that is on the Earth naturally | <ul style="list-style-type: none"> To know that coastlines (and other physical features) change over time. To know some key physical features of the UK. | <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, |

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| | <p>Disciplinary Knowledge</p> | <ul style="list-style-type: none"> • Recognising some physical features in their locality. | <ul style="list-style-type: none"> • Describing the key physical features in a local river area using basic geographical vocabulary. • Describing the key physical features of a coast line and how it changes over time using subject specific vocabulary. | <p>hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> |
| | <p>Substantive Knowledge</p> | <ul style="list-style-type: none"> • To know that human features means any feature of an area that was made or built by humans. | <ul style="list-style-type: none"> • To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time. To know some key human features of the UK. | <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |
| | <p>Disciplinary Knowledge</p> | <ul style="list-style-type: none"> • Recognising some human features in their locality | <ul style="list-style-type: none"> • Describing and understanding the differences between a city, town and village. • Describing the key human features of a coast line and how it changes over time using subject specific vocabulary. | |

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| Human and Physical Geography | | Year 3 (Year A) | Year 4 (Year B) | National curriculum - end of KS2 Pupils should be able to: |
| | Substantive Knowledge | <ul style="list-style-type: none"> • To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones. | <ul style="list-style-type: none"> • To know that the water cycle is the processes which move water around our Earth and to be able to name those processes. • To know the key features of a river. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know the world's biomes. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know that climates can influence the foods able to grow. | <ul style="list-style-type: none"> • Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> • Understanding some of the causes of climate change. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. | <ul style="list-style-type: none"> • Mapping and labelling the seven biomes on a world map. • Understanding some of the causes of climate change. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. | |

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| | <p>Substantive Knowledge</p> | <ul style="list-style-type: none"> • To know the main types of land use. • To know the different types of settlement. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. | <ul style="list-style-type: none"> • To know water is used by humans in a variety of ways. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale. • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. • To know the UK grows food locally and imports food from other countries. | <ul style="list-style-type: none"> • 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. |
| | <p>Disciplinary Knowledge</p> | <ul style="list-style-type: none"> • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples. | <ul style="list-style-type: none"> • Describing how humans can impact the environment both positively and negatively, using examples. | |

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| Human and Physical Geography | | Year 5 (Year A) | Year 6 (Year B) | National curriculum - end of KS2 Pupils should be able to: |
| | Substantive Knowledge | <ul style="list-style-type: none"> To know vegetation belts are areas of the world that are home to similar plant species. To name and describe some of the world's vegetation belts | <ul style="list-style-type: none"> To know why the ocean is important. | <ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Understanding some of the impacts and causes of climate change. | <ul style="list-style-type: none"> Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. | |
| Substantive Knowledge | <ul style="list-style-type: none"> To know that natural resources can be used to make energy. | <ul style="list-style-type: none"> To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment. To know the threats to oceans and corals. | <ul style="list-style-type: none"> 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. | |

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| | Disciplinary Knowledge | <ul style="list-style-type: none">• Understanding the distribution of natural resources both globally and within a specific region or country studied.• Recognising geographical issues affecting people in different places and environments.• Describing and explaining how humans can impact the environment both positively and negatively, using examples. | <ul style="list-style-type: none">• Describing and understanding economic activity including trade links.• Suggesting reasons why the global population has grown significantly in the last 70 years.• Describing the 'push' and 'pull' factors that people may consider when migrating.• | |
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| Geographical skills and fieldwork | | EYFS | Understanding the world; Development matters and Early Learning Goals |
| | Substantive Knowledge | <ul style="list-style-type: none"> • I know how to follow the route on our welly walk by walking in a line • I know the route of our welly walk • I know what a map does – it shows you where things are • I can spot things on a map that we pass on our welly walk • I know what the symbols on a map represent • I know how to draw symbols to create my own map | <p><u>Development matters</u></p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Draw information from a simple map. <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> • I can follow the route on our welly walk • I can follow a simple map – the route of our welly walks • I can draw a simple map – the route of our welly walk | |

| Geographical skills and fieldwork | | EYFS | National curriculum - end of KS1 Pupils should be able to: |
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| | Question | <ul style="list-style-type: none"> • Ask questions about the world around them. | <ul style="list-style-type: none"> • 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. |
| | Observe | <ul style="list-style-type: none"> • Commenting on the features they see in their school and school grounds. | |
| | Measure | <ul style="list-style-type: none"> • Answering simple questions, guided by the teacher. | |
| | Record | <ul style="list-style-type: none"> • Creating some of the features they notice in their school and school grounds. | |
| | Present | <ul style="list-style-type: none"> • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. | |

| | | Year 1 (Year A) | Year 2 (Year B) | National curriculum - end of KS1 Pupils should be able to: |
|-----------------------------------|------------------------|--|--|--|
| Geographical skills and fieldwork | Disciplinary Knowledge | <ul style="list-style-type: none"> Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate four of the world's seven continents (Europe, North America, South America and Asia) Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. | <ul style="list-style-type: none"> Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans. | <ul style="list-style-type: none"> 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 |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. | <ul style="list-style-type: none"> Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route. | <ul style="list-style-type: none"> 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 |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> Recognising local landmarks on aerial photographs. Recognising basic human features on aerial photographs. | <ul style="list-style-type: none"> Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. | <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple |

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| | | <ul style="list-style-type: none"> • Recognising basic physical features on aerial photographs. • Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. • Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. • Adding labels to sketch maps. Using simple picture maps and plans to move around the school. | <ul style="list-style-type: none"> • Recognising physical features on aerial photographs and plan perspectives. • Drawing a map and using class agreed symbols to make a simple key. • Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. • Finding a given OS symbol on a map with support. • Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). • Using an aerial photograph to draw a simple sketch map using basic symbols | <p>map; and use and construct basic symbols in a key</p> |
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| | | Year 1 (Year A) | Year 2 (Year B) | National curriculum - end of KS1 Pupils should be able to: |
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| | | Geographical skills and fieldwork | Question | <ul style="list-style-type: none"> Asking questions about the world around them. Recognising there are different ways to answer a question. |
| Observe | <ul style="list-style-type: none"> Commenting on the features they see in their school and school grounds on a walk around the respective places. | <ul style="list-style-type: none"> Discussing the features, they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. | | |
| Measure | <ul style="list-style-type: none"> Asking and answering simple questions about the features of their school and school grounds. | <ul style="list-style-type: none"> Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. | | |
| Record | <ul style="list-style-type: none"> Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. | <ul style="list-style-type: none"> Classifying the features, they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone. | | |
| Present | <ul style="list-style-type: none"> Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. | <ul style="list-style-type: none"> Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data. | | |

| | | Year 3 (Year A) | Year 4 (Year B) | National curriculum - end of KS2 Pupils should be able to: |
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| Geographical skills and fieldwork | Disciplinary Knowledge | <ul style="list-style-type: none"> • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. | <ul style="list-style-type: none"> • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. | <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to give instructions using the 8 points of a compass. • Using a simple key on their own map to show an example of both physical and human features. | <ul style="list-style-type: none"> • Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. | <ul style="list-style-type: none"> • 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. |

| | | Year 3 (Year A) | Year 4 (Year B) | National curriculum - end of KS2 Pupils should be able to: |
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| | | Question | <ul style="list-style-type: none"> Beginning to choose the best approach to answer an enquiry question. | <ul style="list-style-type: none"> Beginning to choose the best approach to answer an enquiry question. |
| Observe | <ul style="list-style-type: none"> Mapping land use in a small local area using sketch maps and plans. Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. | <ul style="list-style-type: none"> Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. | | |
| Measure | <ul style="list-style-type: none"> Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. | <ul style="list-style-type: none"> Designing a questionnaire / interviews to collect quantitative fieldwork data. | | |
| Record | <ul style="list-style-type: none"> Taking digital photos and labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Drawing simple maps and plans to scale (e.g 1m = 1 square) Using a simplified Likert Scale to record their judgements of environmental quality. | <ul style="list-style-type: none"> Using a questionnaire/interviews to collect qualitative fieldwork data. | | |
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Geographical skills and fieldwork

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| | Present | <ul style="list-style-type: none">• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.• Suggesting different ways that a locality could be changed and improved.• Finding answers to geographical questions through data collection.• Analysing and presenting quantitative data in charts and graphs. | <ul style="list-style-type: none">• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.• Finding answers to geographical questions through data collection.• Analysing and presenting quantitative data in charts and graphs. | |
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| | | Year 5 (Year A) | Year 6 (Year B) | National curriculum - end of KS2 Pupils should be able to: |
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| Geographical skills and fieldwork | Disciplinary Knowledge | <ul style="list-style-type: none"> • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Using the scale bar on a map to calculate distances. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. | <ul style="list-style-type: none"> • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • | <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |
| | Disciplinary Knowledge | <ul style="list-style-type: none"> • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. | <ul style="list-style-type: none"> • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. | <ul style="list-style-type: none"> • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use |

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| | | <ul style="list-style-type: none">• Confidently giving instructions using the 8 points of a compass.• Following a short pre-prepared route on an OS map.• Identifying the 8 compass points on an OS map. | <ul style="list-style-type: none">• Following a short pre-prepared route on an OS map.• Identifying the 8 compass points on an OS map.• Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. | of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. |
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| | | Year 5 (Year A) | Year 6 (Year B) | National curriculum - end of KS2 Pupils should be able to: |
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| | | Geographical skills and fieldwork | Question | <ul style="list-style-type: none"> Developing their own enquiry questions. Choosing the best approach to answering an enquiry question. |
| Observe | <ul style="list-style-type: none"> Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. | <ul style="list-style-type: none"> Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. | | |
| Measure | <ul style="list-style-type: none"> Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Using standard field sampling techniques appropriately. | <ul style="list-style-type: none"> Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Using standard field sampling techniques appropriately. | | |
| Record | <ul style="list-style-type: none"> Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. | <ul style="list-style-type: none"> Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. | | |
| Present | <ul style="list-style-type: none"> Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables. | <ul style="list-style-type: none"> Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables. | | |

