

		Reception	Year 1/2	Year 3/4	Year 5/6
		Children in Reception follow an Early Years curriculum based on discovery and exploration. Geography forms part of the Understanding the World area of learning and particularly the “world” strand of the EYFS curriculum. Children are working towards the following Early Learning Goal: Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.	Pupils should be taught to: - 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	Pupils should be taught to: - 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	

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Geographical Skills and Fieldwork	Fieldwork	Children explore their local environment including: • school • the village • the forest school They also explore different places as part of a topic and talk about the similarities and differences between places.	For instance: <u>Gather information</u> Use basic observational skills. Carry out a small survey of the local area/school. Draw simple features. Ask and respond to basic geographical questions. Ask a familiar person prepared questions. Use a pro-forma to collect data e.g. tally survey.	For instance: <u>Gather information</u> Ask geographical questions. Use a simple database to present findings from fieldwork. Record findings from fieldtrips. Use a database to present findings. Use appropriate terminology.	For instance: <u>Gather information</u> Select appropriate methods for data collection such as interviews. Use a database to interrogate/amend information collected. Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements.
		<u>Sketching</u> Children draw plans and maps of the places they visit. They draw familiar and new things which they have noticed in that environment.	<u>Sketching</u> Create plans and raw simple features in their familiar environment. Add labels onto a sketch map, map or photograph of features.	<u>Sketching</u> Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction.	<u>Sketching</u> Evaluate their sketch against set criteria and improve it. Use sketches as evidence in an investigation. Select field sketching from a variety of techniques. Annotate sketches to describe and explain geographical processes and patterns.
		<u>Audio/Visual</u> Children can look at a picture or photograph and discuss it with an adult or with their peers.	<u>Audio/Visual</u> Recognise a photo or a video as a record of what has been seen or heard. Use a camera in the field to help to record what is seen.	<u>Audio/Visual</u> Select views to photograph. Add titles and labels giving date and location information. Consider how photographs provide useful evidence. Use a camera independently. Locate position of a photo on a map.	<u>Audio/Visual</u> Make a judgement about the best angle or viewpoint when taking an image or completing a sketch. Use photographic evidence in their investigations. Evaluate the usefulness of the images.

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Geographical Skills and Fieldwork continued	Map Skills	For instance: <u>Using maps</u> Enjoy looking at simple maps. Use everyday language to talk about things they can see on a map eg forest, lake, big, small, like, dislike. Talk about where things are in the classroom or in a different setting using positional language eg under, on top of, next to.	For instance: <u>Using maps</u> Use a simple picture map to move around the school. Use relative vocabulary such as bigger, smaller, like, dislike. Use directional language such as near and far, up and down, left and right, forwards and backwards.	For instance: <u>Using maps</u> Follow a route on a map. Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	For instance: <u>Using maps</u> Follow a route on a map with some accuracy. Locate places using a range of maps including OS & digital. Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map.	For instance: <u>Using maps</u> Follow a route on a large scale map. Locate places on a range of maps (variety of scales). Identify features on an aerial photograph, digital or computer map. Begin to use 8 figure compass and four figure grid references to identify features on a map.	For instance: <u>Using maps</u> Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out other information (e.g. temperature). Find and recognise places on maps of different scales. Use 8 figure compasses, begin to use 6 figure grid references.	For instance: <u>Using maps</u> Follow a short route on a OS map. Describe the features shown on an OS map. Use atlases to find out data about other places. Use 8 figure compass and 6 figure grid reference accurately. Use lines of longitude and latitude on maps.

		<u>Map knowledge</u>	<u>Map knowledge</u> Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas	<u>Map knowledge</u> Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles	<u>Map knowledge</u> Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK	<u>Map knowledge</u> Locate Europe on a large scale map or globe. Name and locate countries in Europe (including Russia) and their capitals cities.	<u>Map knowledge</u> Locate the world's countries, focus on North & South America. Identify the position and significance of lines of longitude & latitude.	<u>Map knowledge</u> Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.
		<u>Making maps</u> Draw simple maps linked to topics, which may be about fictional or real places eg a pirate map or a map of the school. Make 3D representations of buildings and make a 3D map.	<u>Making maps</u> Draw basic maps, including appropriate symbols and pictures to represent places or features. Use photographs and maps to identify features.	<u>Making maps</u> Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key.	<u>Making maps</u> Try to make a map of a short route experiences, with features in current order. Create a simple scale drawing. Use standard symbols, and understand the importance of a key.	<u>Making maps</u> Recognise and use OS map symbols, including completion of a key and understanding why it is important. Draw a sketch map from a high viewpoint.	<u>Making maps</u> Draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key. Use and recognise OS map symbols regularly.	<u>Making maps</u> Draw plans of increasing complexity. Begin to use and recognise atlas symbols.

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Locational Knowledge	Children find out about their local area and they begin to have an understanding of the area around their homes and school. Children can talk about familiar places using everyday vocabulary eg town, village, beach.	Pupils should be taught to: • 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	Pupils should be taught to: • 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	As above	Pupils should be taught to: • understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country	Pupils should be taught to: • 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	Children talk about the weather and describe it every day. Children use everyday language to talk about features of a familiar environment eg postbox, shop, church.	Pupils should be taught to: • 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, inc. city, town, village, factory, farm, house, office, port, harbour, shop	Pupils should be taught to: • 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
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