



# Subject: Geography

National Curriculum	Sticky Knowledge	Skills	Key Vocabulary
<b>EYFS</b>			
<p><b>Locational knowledge &amp; Geographical knowledge</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to find information from a simple map. E.g. they can point to the school on a map.</li> <li>Understand that some places are special to members of their community.</li> <li>Children will be able to recognise and talk about similarities and differences between the country they live in and other countries.</li> </ul>	<p>Exploring Curious Comparing Describing Engaged Concentrating Explaining Broadening vocabulary.</p>	<p>Map Road Village Town City School Aerial Town Village Path House Flat Temple Synagogue Church Memorial Community Places of worship- church, temple, synagogue, mosque.</p>
<b>Year 1</b>			
<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are 4 countries that make the UK</li> <li>Know they are called Scotland, Wales, England, Northern Ireland</li> <li>Know that each country has a capital city</li> <li>Know these are called Edinburgh, Cardiff, London, Belfast</li> <li>Identify the 3 largest mountains and know they called Scafell Pike, Ben Nevis and Snowdon.</li> <li>Know that the UK is made up of Countryside, towns, and cities.</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>Use information books/pictures as sources of information.</li> <li>Investigate their surroundings</li> <li>Make observations about where things are e.g. within school or local area.</li> </ul>	<p>United Kingdom, Wales, Scotland, England, Northern Ireland city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human</li> </ul>	<p>NA</p>		<p>NA</p>



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<p>and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>		<p><b>Direction/Location</b></p> <ul style="list-style-type: none"> <li>Follow directions (Up, down, left/right, forwards/backwards)</li> </ul>	
<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <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>use basic geographical vocabulary to refer to:             <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Know that there are 4 seasons and are called Spring, Summer, Autumn, Winter (in that order)</li> <li>Know there are different weather types</li> <li>Know that some weathers are more typical of certain seasons</li> <li>Know that the weather can change daily</li> <li>Know that different types of weather can occur at the same time (rain and wind)</li> </ul>	<p><b>Drawing maps</b></p> <ul style="list-style-type: none"> <li>Draw picture maps of imaginary places and from stories.</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>Use own symbols on imaginary map.</li> </ul> <p><b>Using maps</b></p> <ul style="list-style-type: none"> <li>Use a simple picture map to move around the school;</li> <li>Recognise that it is about a place</li> </ul> <p><b>Scale/Distance</b></p> <ul style="list-style-type: none"> <li>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</li> </ul>	<p>Spring Summer Autumn Winter Season Weather</p>
<p><b>Geographical skills and fieldwork</b></p> <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 [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</li> </ul>	<ul style="list-style-type: none"> <li>Know that an atlas is collection of maps</li> <li>Know what a bird's eye view/aerial view is</li> </ul>	<p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>Draw around objects to make a plan.</li> </ul> <p><b>Map knowledge</b></p> <ul style="list-style-type: none"> <li>Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.</li> </ul> <p><b>Style of map</b></p> <ul style="list-style-type: none"> <li>Picture maps and globes</li> </ul>	<p>Atlas Bird's eye view Aerial view Map beach, forest, hill, sea, ocean, river,</p>



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<p>features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> <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>			
<h2>Year 2</h2>			
<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are 7 continents and these are called North America, South America, Europe, Asia, Africa, Australia, and Antarctica.</li> <li>• Know that there are 5 oceans and that they are called the Pacific, the Indian, the Atlantic, the Southern and Northern.</li> <li>• Know that the oceans are joined by seas.</li> <li>• Know that the UK is an island and is surrounded by sea.</li> <li>• Know that these seas are the Irish Sea, English channel, and North sea.</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>• Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>• Investigate their surroundings</li> <li>• Make appropriate observations about why things happen.</li> </ul>	<p>Continent Ocean Sea Island</p>
<p><b>Place knowledge</b></p> <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>	<ul style="list-style-type: none"> <li>• Know that Mugurameno is a village in Zambia</li> <li>• Know that Zambia is a country within the continent of Africa</li> <li>• Know that people may live their lives in a different way to us but there will also similarities.</li> </ul>	<ul style="list-style-type: none"> <li>• Make simple comparisons between features of different places.</li> </ul> <p><b>Direction/Location</b></p> <ul style="list-style-type: none"> <li>• Follow directions (as yr 1 and and NSEW)</li> </ul>	<p>Africa Zambia Contrasting Similarity</p>
<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <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>• use basic geographical vocabulary to refer to:             <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Know the location of the equator and that this is the hottest part of the earth</li> <li>• Know the locations of the north and south poles and that these are the coldest parts of the world</li> <li>• Identify warmer countries and colder countries on a world map by their location.</li> </ul>	<p><b>Drawing maps</b></p> <ul style="list-style-type: none"> <li>• Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</li> </ul> <p><b>Representation</b></p>	<p>Equator Earth North Pole South Pole</p>



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<p>mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to understand the need for a key.</li> <li>• Use class agreed symbols to make a simple key.</li> </ul>	
<p><b>Geographical skills and fieldwork</b></p> <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 [for example, near and far; left and right], to describe the location of features and routes on a map</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>	<ul style="list-style-type: none"> <li>• Know that maps can show different types of information</li> <li>• Know the purpose of a key</li> </ul>	<p><b>Using maps</b></p> <ul style="list-style-type: none"> <li>• Follow a route on a map.</li> <li>• Use a plan view.</li> <li>• Use an infant atlas to locate places.</li> </ul> <p><b>Scale/Distance</b></p> <ul style="list-style-type: none"> <li>• Behin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> </ul> <p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>• Look down on objects to make a plan view map.</li> </ul> <p><b>Map knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate and name on UK map major features e.g. London, River Thames, home location, seas.</li> </ul> <p><b>Style of map</b></p> <ul style="list-style-type: none"> <li>• Find land/sea on globe.</li> <li>• Use teacher drawn base maps.</li> <li>• Use large scale OS maps.</li> <li>• Use an infant atlas</li> </ul>	<p>Compass</p> <p>North</p> <p>South</p> <p>East</p> <p>West</p> <p>cliff, coast, mountain, soil, valley, vegetation,</p>



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Year 3			
<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul>	<p><b>Europe</b></p> <ul style="list-style-type: none"> <li>Name some key characteristics of Europe (physical and human)</li> <li>Describe some of the cuisines from Czech Rep, Bucharest, Belgium, Portugal, Spain</li> <li>Describe some characteristics of the Mediterranean region</li> <li>explain why tourists visit the Mediterranean</li> <li>Describe some current news events from the Mediterranean region</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Begin to ask/initiate geographical questions.</li> <li>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>Investigate places and themes at more than one scale</li> <li>Begin to collect and record evidence</li> <li>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> </ul> <p><b>Direction/Location</b></p> <ul style="list-style-type: none"> <li>Use 4 compass points to follow/give directions:</li> <li>Use letter/no. co-ordinates to locate features on a map.</li> </ul> <p><b>Drawing maps</b></p> <ul style="list-style-type: none"> <li>Try to make a map of a short route experienced, with features in correct order;</li> <li>Try to make a simple scale drawing.</li> </ul> <p><b>Representation</b></p> <ul style="list-style-type: none"> <li>Know why a key is needed.</li> <li>Use standard symbols.</li> </ul>	<p>Europe, European Union, Germany, Italy, Mediterranean, Poland, Scandinavia, polar, Russia, Spain, temperate, Ukraine, France, civilisation, leisure, resort, Mediterranean Sea, service industry, tourism, border, European Union,</p>
<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Greece</b></p> <ul style="list-style-type: none"> <li>Explain some of the reasons why people migrate from Syria to Greece</li> <li>Describe contrasting aspects of the landscape of Greece</li> <li>Investigate some of the main features of Athens</li> <li>Compare daily life for a child in Athens with my own</li> </ul>		<p>Greece, Syria, migrant, refugee, agricultural, coastal, industrial, Mediterranean, Mountain, residential, rural, urban, wilderness, Athens, Attica, civilisation, itinerary, Parthenon, Peloponnese,</p>



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		<b>Using maps</b> <ul style="list-style-type: none"> <li>Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</li> </ul>	Piraeus, port, Acropolis, climate, coastal, pollution
<b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Describe and understand key aspects of <b>physical geography, including:</b> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Describe and understand key aspects of: <b>human geography, including:</b> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<b>Mountains</b> <ul style="list-style-type: none"> <li>Describe what a mountain is and locate the world's 'Seven Summits' on a map.</li> <li>Describe the key features of mountains and how they are formed.</li> <li>Describe the climate of the mountains and explore mountain life.</li> <li>Explore and locate the UK's highest mountains.</li> <li>Recognise the importance of the Himalayas for people living in the region.</li> <li>Find out about a world-famous mountain or mountainous region</li> </ul> <b>Volcanoes</b> <ul style="list-style-type: none"> <li>Find out about the structure of the Earth</li> <li>Describe what happens at the boundaries between the Earth's plates.</li> <li>Describe and explain the key features of a volcano.</li> <li>Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted.</li> <li>The effects of a volcanic eruption.</li> <li>Advantages and disadvantages of living near a volcano.</li> </ul> <b>Earthquakes</b> <ul style="list-style-type: none"> <li>Explain why earthquakes occur.</li> <li>Locate where famous earthquakes have occurred and find out some key facts</li> <li>Identify the effect of earthquakes on land and people.</li> <li>Identify the help people need after an earthquake.</li> <li>Identify how to prepare for an earthquake.</li> </ul>	<b>Scale/Distance</b> <ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> </ul> <b>Perspective</b> <ul style="list-style-type: none"> <li>Begin to draw a sketch map from a high view point.</li> </ul> <b>Map knowledge</b> <ul style="list-style-type: none"> <li>Begin to identify points on maps A,B and C</li> </ul> <b>Style of map</b> <ul style="list-style-type: none"> <li>Use large scale OS maps.</li> <li>Begin to use map sites on internet.</li> <li>Begin to use junior atlases.</li> <li>Begin to identify features on aerial/oblique photographs.</li> </ul>	Ben Nevis, Himalayas, Mount, Snowdon, Pacific Ring of Fire, Scafell Pike, Slieve Donard, alpine, avalanche, landform, slope, summit, valley, altitude, height above sea level, map index, map reference, scale bar  Active, ash cloud, central vent, crater, dormant, erupt, extinct, magma, mudflow, natural hazard, core, crust, mantle, movement, plate boundary, damage, disaster, destruction, aid, evacuate, recover, relief, warning  Aftershock, earthquake, natural hazard, pressure, shake, tsunami, epicentre, fault, fault line, plate, plate boundary, avalanche, damage, destruction, disaster, emergency, aid, evacuate, recover, relief, search and rescue team, shelter, ShelterBox, wave, Richter scale, flooding, ring of fire, seismograph,



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			seismometer, landslide, long term, short term
<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - all</li> <li>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</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of maps and atlases; locate a variety of countries and capitals, identify lines of longitude and latitude</li> <li>Using an Ordnance Survey map 1:50,000;</li> <li>Explain a range of OS symbols and key</li> <li>Begin to demonstrate an understanding of the eight points of a compass</li> <li>Compare and contrast human and physical features using terrestrial, aerial and satellite photographs</li> <li>observe and measure (e.g. rainfall, temperature)</li> <li>Demonstrate an understanding of recording, presenting and interpreting data (bar charts, tables, line graphs)</li> </ul>		Compass, atlas, north, south, east, west, north east, south east, north west, south west Weather maps, climate maps, physical, human, OS Maps
<b>Year 4</b>			
<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</li> </ul>	<p><b>United Kingdom</b></p> <ul style="list-style-type: none"> <li>Compare and contrast the different countries of the UK.</li> <li>Identify where I live in the UK and locate the UK's major cities.</li> <li>Identify physical characteristics of the United Kingdom.</li> <li>Understand how people have affected the United Kingdom's landscape.</li> <li>Describe and explain the sorts of industries in which people in the United Kingdom work.</li> <li>Understand the different types of energy sources used in the United Kingdom. Evaluate the advantages and disadvantages of wind energy.</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas.</li> <li>Extend to satellite images, aerial photographs</li> <li>Investigate places and themes at more than one scale</li> <li>Collect and record evidence with some aid</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul> <p><b>Direction/Location</b></p> <ul style="list-style-type: none"> <li>Use 4 compass points well:</li> <li>Begin to use 8 compass points;</li> </ul>	Hamlet, village, town, market town, city, capital city, rural, urban, agriculture, housing, manufacturing, recreation, retail, transport, farming, manufacturing, mining, service industry, trade links, food, fossil fuel, mineral, water, wood, renewable energy, non-renewable energy



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<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>		<ul style="list-style-type: none"> <li>Use letter/no. co-ordinates to locate features on a map confidently.</li> </ul>	
<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Region of UK</b> See location knowledge</p>	<p><b>Drawing maps</b></p> <ul style="list-style-type: none"> <li>Draw a map of a short route experienced, with features in correct order;</li> <li>Make a simple scale drawing.</li> </ul>	
<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of <b>physical geography, including:</b> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Describe and understand key aspects of: <b>human geography, including:</b> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p><b>Rivers and Water cycle</b></p> <ul style="list-style-type: none"> <li>Describe the water cycle, explain what a river is and locate the world's longest rivers on a map.</li> <li>Describe how rivers are used around the world.</li> <li>Identify the stages and features of a river, and the way that land use changes from the source to the mouth.</li> <li>Recognise and explain how human activity affects rivers</li> <li>Recognise and explain how flooding affects communities.</li> <li>Identify the key characteristics of one of the world's longest rivers.</li> </ul> <p><b>Economic activity including trade links</b> distribution of natural resources including energy, food, minerals and water</p>	<p><b>Representation</b></p> <ul style="list-style-type: none"> <li>Know why a key is needed.</li> <li>Begin to recognise symbols on an OS map.</li> </ul> <p><b>Using maps</b></p> <ul style="list-style-type: none"> <li>Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>Follow a route on a large scale map.</li> </ul> <p><b>Scale/Distance</b></p> <ul style="list-style-type: none"> <li>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</li> </ul>	<p>Polar ice caps, mountain glacier, waterway, transport, pollution, river banks, meander, ocean, lake, dam, flood plain, irrigation, stream, channel, tributaries, sea, disaster, lower course, middle course, upper course, mouth, source, waterfall</p>
<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - all</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of maps and atlases (digital online mapping and data retrieval (google earth): locate the equator, the Tropics of Cancer and Capricorn</li> <li>Know how to plan a journey within the UK, using a road map</li> <li>Using an Ordnance Survey map 1:50,000;</li> <li>Explain and use an increased range of OS symbols and key</li> <li>Four figure grid references</li> <li>Spot heights</li> <li>Estimate area</li> <li>Demonstrate an understanding of the eight points of a compass</li> </ul>	<p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>Draw a sketch map from a high view point.</li> </ul> <p><b>Map knowledge</b></p> <ul style="list-style-type: none"> <li>Begin to identify significant places and environments</li> </ul> <p><b>Style of map</b></p> <ul style="list-style-type: none"> <li>Use large and medium scale OS maps.</li> </ul>	<p>Weather maps, climate maps, thematic maps, spot heights, north-west etc, scale line, digital online mapping and data retrieval (google earth), OS maps</p>





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<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Estimate straight line distances using a scale line</li> <li>Compare and contrast human and physical features using terrestrial, aerial and satellite photographs</li> <li>observe and measure (e.g. rainfall, temperature)</li> <li>Demonstrate an understanding of recording, presenting and interpreting data (bar charts, tables, line graphs, flow line)</li> </ul>	<ul style="list-style-type: none"> <li>Use junior atlases.</li> <li>Use map sites on internet.</li> <li>Identify features on aerial/oblique photographs.</li> </ul>	
<b>Year 5</b>			
<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul>	<p><b>South America</b></p> <ul style="list-style-type: none"> <li>Locate South America on a world map and identify a range of its physical and human features.</li> <li>Locate the countries and capital cities of South America.</li> <li>Compare key facts about Brazil with your country.</li> <li>Use photographs and information texts to imagine what daily life in Rio might be like.</li> <li>Use photographs and information texts to imagine what daily life in Rio might be like.</li> <li>Identify the pros and cons of hosting the Olympic Games.</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Begin to suggest questions for investigating</li> <li>Begin to use primary and secondary sources of evidence in their investigations.</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>Collect and record evidence unaided</li> <li>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> </ul> <p><b>Direction/Location</b></p> <ul style="list-style-type: none"> <li>Use 8 compass points;</li> <li>Begin to use 4 figure co-ordinates to locate features on a map.</li> </ul>	<p>Brasilia, Cerro Aconcagua, Lake Titicaca, La Paz, São Paulo, Ushuaia, equatorial, region, manufacturing, mining, population, trade, latitude, longitude, Northern Hemisphere, Southern Hemisphere, time zone, Tropic of Capricorn Western Hemisphere</p>
<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Rio</b> See locational knowledge</p>	<p><b>Drawing maps</b></p> <ul style="list-style-type: none"> <li>Begin to draw a variety of thematic maps based on their own data.</li> </ul>	



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<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of <b>physical geography, including:</b> climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Describe and understand key aspects of: <b>human geography, including:</b> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p><b>Climate Zones</b></p> <ul style="list-style-type: none"> <li>Identify the different lines of latitude and explain how latitude is linked to climate.</li> <li>Locate different climate zones and explore the differences between the Northern and Southern Hemispheres.</li> <li>Compare temperate and tropical climates.</li> <li>Explore weather patterns within a climate zone.</li> <li>Identify the characteristics of each climate zone.</li> </ul> <p>Types of settlements and land use</p>	<p><b>Representation</b></p> <ul style="list-style-type: none"> <li>Draw a sketch map using symbols and a key;</li> <li>Use/recognise OS map symbols.</li> </ul> <p><b>Using maps</b></p> <ul style="list-style-type: none"> <li>Compare maps with aerial photographs.</li> <li>Select a map with aerial photographs.</li> <li>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</li> <li>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</li> </ul> <p><b>Scale/Distance</b></p> <ul style="list-style-type: none"> <li>Measure straight line distance on a plan.</li> <li>Find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul> <p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>Draw a plan view map with some accuracy.</li> </ul> <p><b>Map knowledge</b></p> <ul style="list-style-type: none"> <li>Identify significant places and environments</li> </ul> <p><b>Style of map</b></p> <ul style="list-style-type: none"> <li>Use index and contents page within atlases.</li> </ul>	<p>Cairo (Egypt), London (UK), Manaus (Brazil), Nuuk (Greenland), Santiago (Chile), Seville (Spain), axis, meteorologist, orbit, precipitation (KS1 snow, rain), temperature, weather station, Equator, latitude, map index, Northern Hemisphere, North Pole, Southern Hemisphere, South Pole</p>
<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - all</li> <li>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</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) locate countries and capitals from around the world including the northern and southern hemisphere.</li> <li>Using an Ordnance Survey map 1:25,000;</li> <li>Classify a range of OS symbols and key</li> <li>Six figure grid references</li> <li>Estimate height using contour lines</li> <li>Understand the eight points of a compass</li> <li>Calculate straight line distance using a scale line</li> <li>Use terrestrial, aerial and satellite photographs to identify geographical features</li> <li>observe and measure (e.g. rainfall, temperature)</li> <li>Demonstrate an understanding of recording, presenting, interpreting and evaluating data (pie charts, climate graphs)</li> </ul>	<p><b>Scale/Distance</b></p> <ul style="list-style-type: none"> <li>Measure straight line distance on a plan.</li> <li>Find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul> <p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>Draw a plan view map with some accuracy.</li> </ul> <p><b>Map knowledge</b></p> <ul style="list-style-type: none"> <li>Identify significant places and environments</li> </ul> <p><b>Style of map</b></p> <ul style="list-style-type: none"> <li>Use index and contents page within atlases.</li> </ul>	<p>Weather maps, climate maps, thematic maps, spot heights, pie charts, climate graphs, north-west etc, scale line, digital online mapping and data retrieval (google earth), OS maps</p>



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		Use medium scale land ranger OS maps.	
<b>Year 6</b>			
<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul>	<p><b>North America</b></p> <ul style="list-style-type: none"> <li>Locate North America on a world map and explore the landscape.</li> <li>Identify countries within North America and states within the USA.</li> <li>Explore the physical geography of the Rockies.</li> <li>Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area.</li> <li>Compare the landscapes of different US states.</li> <li>Compare New York State, New York City and where I live.</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Suggest questions for investigating</li> <li>Use primary and secondary sources of evidence in their investigations.</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>Collect and record evidence unaided</li> <li>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</li> </ul> <p><b>Direction/Location</b></p> <ul style="list-style-type: none"> <li>Use 8 compass points confidently and accurately;</li> <li>Use 4 figure co-ordinates confidently to locate features on a map.</li> <li>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</li> </ul> <p><b>Drawing maps</b></p> <ul style="list-style-type: none"> <li>Draw a variety of thematic maps based on their own data.</li> <li>Begin to draw plans of increasing complexity.</li> </ul>	<p>The Caribbean, Central America, Denali, Great Lakes, Mississippi River, North America, landscape, location, mountain range, rural, state, urban, latitude, longitude, Northern Hemisphere, north-east, north-west, south-east, south-west, Western Hemisphere</p>
<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Rockies</b> See locational knowledge</p> <p><b>Purbeck</b> See human and physical geography</p>		
<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of <b>physical geography, including:</b> climate zones, biomes and vegetation belts, rivers,</li> </ul>	<p><b>Coasts</b></p> <ul style="list-style-type: none"> <li>Coastal areas are constantly changing due to natural and human factors.</li> </ul>		



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<p>mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: <b>human geography, including:</b> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li>Describe how erosion creates the following features: caves, arches, stumps, stacks, bays and headlands</li> <li>Rates of erosion are dependent on force and type of rock</li> <li>There are different defence strategies, including groynes, revetments and gabions, sea walls</li> <li>Name/identify some famous coastal landmarks: (inc.) Old Harry Rocks, Durdle Door</li> </ul>	<p><b>Representation</b></p> <ul style="list-style-type: none"> <li>recognise OS map symbols;</li> <li>Use atlas symbols.</li> </ul> <p><b>Using maps</b></p> <ul style="list-style-type: none"> <li>Follow a short route on an OS map. Describe features shown on OS map.</li> </ul>	
<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - all</li> <li>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</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) to locate countries and places of interest (e.g. journey of a river, fault lines, ring of fire, forest cover)</li> <li>Using an Ordnance Survey map 1:25,000;</li> <li>Classify a range of OS symbols and key</li> <li>Six figure grid references</li> <li>Estimate height and slope using contour lines</li> <li>Apply the eight points of a compass</li> <li>Calculate straight line and actual distance using a scale line</li> <li>Make informed statements using terrestrial, aerial and satellite photographs (deforestation, decline of Great Barrier Reef, Ice caps melting)</li> <li>observe and measure (e.g. rainfall, temperature)</li> <li>Demonstrate an understanding of recording, presenting, interpreting and evaluating data (scatter graphs, pie charts, climate graphs)</li> </ul>	<ul style="list-style-type: none"> <li>Locate places on a world map.</li> <li>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</li> </ul> <p><b>Scale/Distance</b></p> <ul style="list-style-type: none"> <li>Use a scale to measure distances.</li> <li>Draw/use maps and plans at a range of scales.</li> </ul> <p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>Draw a plan view map accurately.</li> </ul> <p><b>Map knowledge</b></p> <ul style="list-style-type: none"> <li>Confidently identify significant places and environments</li> </ul> <p><b>Style of map</b></p> <ul style="list-style-type: none"> <li>Use OS maps.</li> <li>Confidently use an atlas.</li> <li>Recognise world map as a flattened globe.</li> </ul>	<p>Weather maps, climate maps, thematic maps, spot heights, pie charts, climate graphs, north-west etc, scale line, scatter graphs, digital online mapping and data retrieval (google earth), OS maps</p>