

Geographical skills and fieldwork	Locational Knowledge	Human and physical geography	Place knowledge
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Area	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and fieldwork	<p>30-50: Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Remembers and talks about significant events in their own experience. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Ask simple geographical questions e.g. What is it like to live in this place? use simple observational skills to study the geography of the school and its grounds. use simple maps of the local area e.g. large scale, pictorial etc. Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes. make simple maps and plans e.g. pictorial place in a story.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this stage. Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far, left and right, to describe the location of features and routes on a map. Use aerial photographs and</p>	<p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population,</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary- contour, height, valley, erosion, deposition, transportation, headland, source, delta.etc. Measure straight line distances using the appropriate scale. Explore features on OS maps using 6 figure grid references. Draw accurate maps with more complex keys.</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p>	<p>Use maps, atlases, globes and digital/computing 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 his/her knowledge of the United Kingdom and 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</p>

				<p>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.</p>	<p>temperatures etc. Recognise that people hold different views about an issue and begin to understand some of the reasons why. Communicate findings in ways appropriate to the task or audience. Understand and use a widening range of geographical terms e.g. specific topic vocabulary- meander, floodplain, location, industry, transport, settlement, water cycle etc. Use basic geographical vocabulary such as cliff, ocean,</p>	<p>Plan the steps and strategies for an enquiry.</p>		<p>graphs, and digital technologies. Understand and use a widening range of geographical terms e.g. topic specific vocabulary- urban, rural, land use, sustainability, trade links etc. Use maps, charts etc. to support decision making about the location of places.</p>
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<p>Locational Knowledge</p>			<p>Understand how some places are linked to other places e.g. roads, trains.</p> <p>(Name, locate and identify the characteristics of the four counties and capital cities of the United Kingdom.)</p>	<p>Name and locate the world's seven continents and five oceans. Name, locate and identify the characteristics of the four counties and capital cities of the United Kingdom.</p>	<p>Identify where counties are within the UK and the key topographical features. name and locate the cities of the UK.</p>	<p>recognise the different shapes of continents. Demonstrate knowledge of features about places around them and beyond the UK. Identify where countries are within Europe, including Russia. Recognise that people have differing qualities of life living in different locations and environments. Know how the locality is set within a wider geographical context.</p>	<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. Recognise the different shapes of countries. Identify the physical characteristics and key topographical features of the countries within South America. Know about the wider context of places e.g county, region and country. Know and describe where a variety of places are in relation to physical and human features. Known location of: capital cities of countries of British Isles and UK, seas around the UK,</p>	<p>Locate the world's countries, using maps to focus on Europe (including 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 UK, 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 have changed over time. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</p>
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							European Union countries with high populations and large areas and the largest cities in each continent.	Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Human and physical geography	<p>22-36: Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and</p>	<p>They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of</p>	Describe seasonal weather changes	<p>Identify seasonal and daily weather patterns in the UK 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 physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,</p>	<p>Identify physical and human features of the locality. Explain about weather conditions/patterns around the UK and parts of Europe.</p> <p>(Describe human features of UK regions, cities and/or countries.)</p>	<p>Understand the effect of landscape features on the development of a locality. Describe how people have been affected by changes in the environment. Explain about key natural resources e.g. water in the locality. Explore weather patterns around parts of the world.</p> <p>(Know how rivers erode, transport and</p>	<p>Understand about weather patterns around the world and relate these to climate zones. Know about the physical features of coasts and begin to understand erosion and deposition. Understand how humans affect the environment over time. Know about changes to world environments over time. Understand why people seek to manage and</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. 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>

	<p>distinguish them from others. Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.</p> <p>30-50: Shows interest in the lives of people who are familiar to them. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them</p>	<p>their own immediate environment and how environments might vary from one another.</p>		<p>season and weather. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>		<p>deposit materials.)</p>	<p>sustain their environment.</p>	
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	<p>unique, and can talk about some of the similarities and differences in relation to friends or family. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>							
Place knowledge			<p>Name, describe and compare familiar places. Link their homes with other places in their local community. Know about some present changes that are happening in the local</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-</p>	<p>Recognise there are similarities and differences between places. Develop an awareness of how places relate to each other.</p>	<p>Know about the wider context of places - region, country. Understand why there are similarities and differences between places.</p>	<p>Compare the physical and human features of a region of the UK and a region in South America, identifying similarities and differences.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.</p>

			environment e..g at school. Suggest ideas for improving the school environment.	European country.				
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Skills overview (Geography)

Recognise
Identify
Describe
Observe
Select
Categorise
Classify
Sequence
Compare and contrast
Recall
Reason/speculate
Summarise
Synthesise
Explain
Demonstrate understanding
Empathise
Reach informed conclusions
Make reasoned judgements
Justify
Apply
Evaluate
Critique
Hypothesise
