

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
End point	Children will be able to use key vocabulary to name and discuss important places within their environment, such as 'home', 'school', 'park', places of worship, etc.	Children will build on EYFS knowledge of their own environment. Children at SF can explain and give examples to show how the world is organised into cities, countries, continents, seas and oceans. Children name (UK countries), locate and make comparisons between contrasting places (including personally significant places) in the world. They begin to read, use, and create simple aerial view maps to discuss a 'places location and describe how different places are connected. Children begin to use simple compass points to describe locations on a simple map.		Children in lower KS2 at SF accurately Locate places and features on maps focusing on the UK. They explain and give examples to show how the UK is organised into counties and cities and describe some of the key geographical features within them. Children extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, and North and South America. They confidently describe the characteristics and location of significant geographical features within the world including both terrestrial and marine.		Compared to Lower KS2, children focus on locating places outside of the UK. Children explore Eastern Europe, North and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to accurately locate places. Children recognise and identify key physical and human geographical features of the world. They explore and discuss how these are interdependent and how they bring about spatial variation and change over time including tourism and it's impact.	
Locational Knowledge	<p>Children can:</p> <p>Talk about important places to them.</p> <p>Use key vocabulary <i>Home, School (Stoke Hill) park library, community, museums, playground, church, mosque Exeter, England</i></p>	<p><b>KS1 Geography National Curriculum</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Name and locate the four countries that make up the UK. <i>United Kingdom, England, Scotland, Wales, Northern Ireland.</i></li> <li>name, locate the United Kingdom surrounding seas. <i>English Channel, the North Sea, the Irish Sea and the Atlantic Ocean</i></li> <li>name and locate the capital cities of the four countries of the United Kingdom. <i>London, Edinburgh, Cardiff, Belfast.</i></li> <li>Identify characteristics of the four countries and capital cities (physical and human features)</li> <li>Use maps of the UK and local area</li> </ul> <p>Use key vocabulary <i>Ocean Sea Country city address landmark, , town, city, Capital city village,</i></p>	<p><b>KS1 Geography National Curriculum</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents <i>Europe, Asia, Africa, Oceania, North America, South America, Antarctica</i></li> <li>name and locate the worlds five oceans; <i>Atlantic, Pacific, Indian, Southern, Artic Oceans</i></li> <li>Locate the seven continents and five oceans using globes, world maps and Atlas.</li> </ul> <p>Use key vocabulary <i>Continent country ocean equator map Atlas globe, aerial view,</i></p>	<p><b>KS2 Geography National Curriculum</b></p> <p>Children can:</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 and where they are in relation to each other.</li> <li>Describe the environmental regions, key physical and human characteristics of countries, and major cities in the world.</li> </ul> <p>Use key vocabulary <i>County, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, Continent, Global, Ocean.</i></p>	<p><b>KS2 Geography National Curriculum</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, identifying human and physical characteristics key topographical features including hills, mountains, rivers and seas,</li> <li>Identify major landmarks</li> </ul> <p>Use key vocabulary <i>county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical,</i> Name and locate main cities and counties within the four countries of UK</p> <p>Look at rivers and mountains in the four countries of the UK</p> <p>Follow the river Exe to the coast and discover how our coastline is changing.</p>	<p><b>KS2 Geography National Curriculum</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Identify human and physical characteristics within Regions of the UK and explain how some of these aspects including land use and patterns have changed over time.</li> <li>Look at how Exeter has grown and how population and diversity of UK has changed.</li> </ul> <p>Use key vocabulary: <i>Characteristics, Region, Human geographical features Spatial, variation</i></p>	<p><b>KS2 Geography National Curriculum</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <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;</li> </ul> <p>Use key vocabulary <i>atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key. Equator,Northern hemisphere ,Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, Prime/Greenwich Meridian Time Zones</i></p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
End point	Children will use a wide range of vocabulary to talk about and describe places that are different to the place in which they live. They will observe photos and make comparisons.	Building on from the EYFS knowledge and understanding of the world, people and communities. Children apply the skills of observing similarities and differences to places as well as people. Children identify some of the key features of villages, towns and cities and make simple comparison. They discuss the similarities and differences between known contrasting countries within the world. Children use a range of geographical terminology to give examples of human and physical features in their local area and the wider world including. They recognise that different places in the world have different weather patterns.		Children at SF study human and physical geography in greater depth by using a range of geographical vocabulary to being to make comparisons between specific regions within the world. Children identify, compare and give examples of geographical similarities and differences of a region of the United Kingdom, a region in a European country and a region within North or South America.		Children at SF develop their analytical skills by comparing areas within and outside the UK. They demonstrate a deeper knowledge of diverse places, people, resources, natural, and human environments through discussing, comparing, examining and questioning. Children conduct independent research, asking and answering questions, so they can make links to places outside of the UK and where they live. <b>KS2 Geography National Curriculum</b>	
Place Knowledge	<p>Children can:</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Talk about places they see, using a wide vocabulary.</p> <p>Use photos to identify familiar geographical features.</p> <p>Use key vocabulary <i>Next to, behind, in front, under on top, same, different, place</i></p>	<p><b>KS1 Geography National Curriculum</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>describe geographical similarities and differences of human and physical geography in the United Kingdom</li> <li>compare a local city/town in the UK with a contrasting UK city/town.</li> <li>Use locational and directional language, to describe the location of features and routes on a map</li> <li>use aerial photographs and to recognise landmarks</li> </ul> <p>Use key vocabulary <i>Village town city, transport, buildings, people, temperature, routes, [for example, near and far; left and right]</i></p>	<p><b>KS1 Geography National Curriculum</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>describe geographical similarities and differences of 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> <li>compare the UK with a contrasting country in the world;</li> </ul> <p>Use key vocabulary <i>South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</i></p>	<p><b>KS2 Geography National Curriculum</b></p> <p>Children can:</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;</li> </ul> <p>Use key vocabulary <i>City, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural (local places of significance?)</i></p>	<p><b>KS2 Geography National Curriculum</b></p> <ul style="list-style-type: none"> <li>explore similarities and differences, comparing the human and physical geography of a region of the UK and a region of South America;</li> </ul> <p>Use key vocabulary <i>Amazon rainforest, city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</i></p> <p>Focus on Brazil in particular the Amazon rainforest and river. Find out about deforestation, land use and settlements.</p> <p>Compare to Sherwood forest and the river Thames</p>	<p><b>KS2 Geography National Curriculum</b></p> <p>Children can:</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 of Eastern Europe</li> </ul> <p>Use key vocabulary <i>latitude, physical features, climate, human geography, land use, settlement, economy, natural resources.</i></p> <p>Possible Eastern European countries for comparison Poland Ukraine</p>	<p><b>KS2 Geography National Curriculum</b></p> <p>Children can:</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 of North America</li> </ul> <p>Compare Dartmoor National Park with national park in North America. Yellowstone Yosemite Grand Canyon</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E n d p o i n t	Children will be able to discuss features of the environment in which they live, using basic geographical vocabulary such as 'building', 'field', 'community', 'garden'. They will name the seasons and describe typical weather within each season, such as 'hot' in summer, 'cold' in winter.	Building on EYFS knowledge of how environments may vary. Children at SF identify and discuss how the world is made up of human and physical features. They give examples of key geographical features and identify some of the similarities and differences. They being to discuss where these may be located. These include features of land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants). Children describe UK weather patterns including day length across the seasons and the effect it has on their day-to-day life. Children begin to make simple comparisons between local weather patterns and known hot and cold places in the world.		Children in lower KS2 locate a range of the world's most significant human and physical features. Using precise geographical vocabulary, they begin to give examples and explain how physical features have formed, why they are significant and how they can change. Children give examples of a range extreme types weather around the world and describe the processes involved in the causes and effects. Children examine and explain the impact of humans on the earth focusing on economic activities and how this relates to their everyday life. They explore and discuss the process of these and how they may be interdependent.		Children in upper KS2 examine and explain the impact of humans on the earth focusing terms of land use, settlements and their direct connection to physical changes.	
H u m a n a n d P h y s i c a l G e o g r a p h y	Children can:  Talk about features of their immediate environment including their home and school.  Observe changes from across the four seasons.  Use basic geographical vocabulary <i>Home, school, tree, road, building, bush, field, wall, garden community, Seasons (spring, summer, autumn, winter) cold and hot, wind, rain, sun, frost</i>	<b>KS1 Geography National Curriculum</b> Children can: <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> <li>use basic geographical vocabulary to refer to key physical and human features,</li> </ul> Use basic geographical vocabulary <i>Seasons (spring, summer, autumn, winter) weather rain wind temperature cloud sun forecast pattern city, town, village, factory, farm, house, office, port, harbour and shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i>	<b>KS1 Geography National Curriculum</b> Children can: <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;</li> <li><i>North pole, south pole, equator, temperature</i></li> </ul> Use basic geographical vocabulary <i>Equator, north pole, south pole, climate, weather, temperature, seasons, weather patterns, Hot, cold, hotter, colder</i>	<b>KS2 Geography National Curriculum</b> Children can : <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: volcanoes and earthquakes.</li> <li>Explain the processes that give rise to key human features of the world</li> </ul> Use key geographical vocabulary <i>mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, Volcanoes, Earthquakes Maama, Lava, Crater</i>	<b>KS2 Geography National Curriculum</b> Children can: <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography including the water cycle. (linked to year 4 Science)</li> <li>describe and understand key aspects of economic activity including trade links. Distribution of natural resources including energy, food, minerals and water</li> <li>Learn about early settlers and UK place names. (Roman links)</li> </ul> Use key geographical vocabulary <i>settlement, settler, site, need, shelter, food, evaporation, water cycle, condensation, precipitation, cooling, filter, pollution, Interaction, Interdependence, Significance, Trade, Natural resources</i>	<b>KS2 Geography National Curriculum</b> Children can: <ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including: types of settlement and land use;</li> </ul> Use key geographical vocabulary <u><i>Land use, minerals</i></u> <ul style="list-style-type: none"> <li>Needs of a settlement and the world. Look at energy and the environment including plastic pollution. Carbon footprint and how actions impact on others around world. What changes could be made on a local level?</li> <li>Visit recycling plant</li> </ul>	<b>KS2 Geography National Curriculum</b> Children can : <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes, tornadoes, tsunamis</li> <li>Explain the processes that give rise to key human features of the world</li> </ul>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>E n d p o i n t</b>	Children will begin to observe the local environment discussing and describing similarities and differences. They can explain how their pictures, drawing and simple tick lists to show the local environment. They use geographical vocabulary from their immediate environment.	Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. They use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features. Children describe how the environment has changed over time. Children Identify some ways we find out about different places and record observations on simple pictograms, maps, drawings and tables. They use these to communicate and interpret key geographical information.		Children begin to develop their map skills. They identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).		Children build on their map skills by communicating locations through grid references and coordinates. They explain what makes a good map symbol and why. Children observe, record and explain the changes of human features over time focusing on types of land use and settlements. Children explain how the Earth's features at different scales are shaped, interconnected and change over time. Children confidently collect, analyse and interpret a range of sources of geographical information They communicate geographical information and data in a variety of ways, including through maps charts, tables, and writing at length.	
<b>G e o g r a p h i c a l S k i l l s a n d F i e l d w o r k</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>Explore and respond to different natural environments(discussing, role play, mark making).</li> <li>Create and read a simple picture map with 2 or 3 key features of their immediate/ imaginary environment.</li> <li>Use photos to identify familiar geographical features.</li> <li>Explore the natural world around them using positional language to locate key features (Next to , behind, in front, under on top).</li> <li>Collect information and record on a simple tick list and by drawing pictures.</li> <li>Use books, photos and children's own experiences looking at similarities and differences.</li> <li>Observing and describe (e.g weather in different seasons)</li> </ul> <p>Use key vocabulary <i>Home, School (Stoke Hill) park library, museums, playground, church, mosque, Exeter, England</i></p>	<p><b>KS1 Geography National Curriculum</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Use 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;</li> <li><b>Use simple pictograms and tables to share information.</b>Collect information and record on simple charts.</li> <li>Create simple labelled map with captions.</li> <li>Use a range of different sources including books, photos,maps, Google Earth and globes.</li> </ul> <p>Use key vocabulary <i>plan, record, observe, aerial view map, direction, position, route, journey, the UK, changes, pictogram, map, country, , human, physical.</i></p>	<p><b>KS1 Geography National Curriculum</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use world maps, simple atlases, globes and digital maps to identify the countries, continents and oceans studied at this key stage;</li> <li>use simple compass directions (4 points)and locational and directional to describe the location of features and routes on a map;</li> <li>devise a simple map; and use and construct basic symbols in a key;</li> <li>Use and create simple tally charts and pictograms to share information</li> </ul> <p>Use key vocabulary <i>compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</i></p>	<p><b>KS2 Geography National Curriculum</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and <b>digital/computer mapping</b> to locate countries and describe features studied (<b>including google maps</b>)</li> <li>use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</li> <li>Use simple tables and charts to share information</li> </ul> <p>Use key vocabulary <i>sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</i></p>	<p><b>KS2 Geography National Curriculum</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use the eight points of a compass</li> <li>use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom</li> <li>Show how a four-figure grid reference is found on a map</li> <li>Find a location using a four figure grid reference</li> <li>Locate school, house significant buildings</li> <li>Use fieldwork to observe, measure, record and present the human and physical features of the local area – Roman walk in Exeter</li> </ul> <p>Use key vocabulary <i>Fieldwork,Human geography, Physical geography, Observe Measure, Record</i></p>	<p><b>KS2 Geography National Curriculum</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features; <b>where the Anglo Saxons / Vikings invaded and settled</b></li> <li>use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</li> <li><b>Use the points of the compass and an ordnance survey map to travel between two points.</b></li> </ul> <p>Use key vocabulary <i>atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</i></p>	<p><b>KS2 Geography National Curriculum</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>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; <b>linked to residential visit to Dartmoor</b></li> <li>Add an ordnance symbol or geographical feature using grid references</li> </ul> <p>Use key vocabulary <i>Compass, Compass Rose, Scale, Key, Symbol, Grid Reference</i></p>

### Skill progression

Geography	Nursery	Reception	Yr 1	Yr 2
Map skills	<p>Explore and talk about maps.</p> <p>Look at and discuss photos of a range of different places.</p> <p>Talk about features they see, using a wide vocabulary.</p>	<p>UTW: Create and read a simple picture map with 2 or 3 key features of their immediate/ imaginary environment.</p> <p>Use photos to identify familiar geographical features.</p>	<p>Create and read a simple labelled map with captions.</p> <p>describe the location of features and routes on a map Using Yr1 directional language</p> <p>Use aerial photographs and planned perspectives to recognize landmarks and basic human/ physical features.</p>	<p>Devise and read a simple map using basic symbols in a key.</p> <p>Describe the location of features and routes on a map using Year 2 directional language.</p> <p>use world maps, simple atlases and globes to identify the countries, continents and oceans studied at this key stage;</p>
Directional language	<p>Talk about features they see, using a wide vocabulary.</p>	<p>UTW: Explore the natural world around them using positional language to locate key features (Next to , behind, in front, under on top).</p>	<p>Use locational and directional language including near and far left and right to locate features on a map.</p>	<p>use simple compass directions (4 points) and locational and directional to describe the location of features and routes on a map;</p>
Recording ideas And collecting data	<p>Explore and respond to different natural environments (discussing, role play, mark making).</p>	<p>Collect information and record on a simple tick list.</p> <p>Collect information by drawing pictures.</p> <p>Use books, photos and children's own experiences looking at similarities and differences.</p> <p>Observing and describe (e.g weather in different seasons)</p>	<p>Use and Read simple pictograms and tables to discuss findings.</p> <p>Collect information and record on simple charts.</p> <p>Use a range of different sources including books, photos, maps, Google Earth and globes.</p>	<p>Read and create simple tables (e.g. using a tally) and pictograms to collect information.</p> <p>Use a range of different sources including books, world maps, simple atlases, globes, digital maps (google maps)</p>
vocabulary	<p>Talk about what they see, using a wide vocabulary.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Home, School (Stoke Hill) park library, museums, playground, church, mosque, Exeter, England</p>	<p>Plan, record, observe, aerial view map, direction, position, route, journey, the UK, changes, pictogram, map, country, , human, physical.</p>	<p>Compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>
Opportunities to apply skills (trips, experiences)	<p>Exploring the immediate environment e.g. water city, sense garden, top field, wildlife garden. Outside of school?</p>	<p>Exploring the immediate environment, e.g. walks inside and outside school grounds.</p>	<p>Local trip- human and physical features/maps E.g. trip to juniors, Mincinglake</p>	<p>Trip to the wider locality E.g. beach trip, forest, near by village/town</p>

Geography	Year 3	Year 4	Year 5	Year 6
Map skills	Use maps, atlases and globes mapping to locate countries and describe features studied, including google maps.	Locate school, house and significant buildings  Use keys and symbols to build knowledge of UK	Use maps, atlases, globes and digital mapping to locate countries and describe features	Add ordnance symbols or geographical features using grid references.
Directional language		Use 8 points of the compass 4 figure grid references to describe the location of features and routes		6 figure grid references to describe the location of features and routes
Recording ideas And collecting data	Observe and present human and physical features of the local area using sketch maps  Use simple charts and tables to share information  Use maps atlases and globes	Use field work to observe, measure, record and present human and physical features of the local area using sketch maps and plans.  Use local, UK and world maps and atlases	Use field work to observe, measure, record and present human and physical features of the local area.  Use UK and world maps, atlases, globes and digital computer mapping	6 figure grid references and symbols to build knowledge of the UK and wider world.  Use ordnance survey maps
vocabulary	sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural. population, coordinates.	Compass points N, S, E, W, NE, NW, SE, SW Fieldwork, Human geography, Physical geography, Observe, Measure,, Record Key,symbol, grid reference	atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.	<i>Compass, Compass Rose, Scale, Key, Symbol, Grid Reference</i>
Opportunities to apply skills (trips, experiences)	Orienteering course	Orienteering course Roman Walk Magdalen Farm residential	Orienteering course	Orienteering course Dartmoor residential