

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E n d p o i n t	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 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.	
L o c a t i o n a l K n o w l e d g e	KS1 Geography National Curriculum Children can: <ul style="list-style-type: none"> Name and locate the four countries that make up the UK. <i>United Kingdom, England, Scotland, Wales, Northern Ireland.</i> name, locate the United Kingdom surrounding seas. <i>English Channel, the North Sea, the Irish Sea and the Atlantic Ocean</i> name and locate the capital cities of the four countries of the United Kingdom. <i>London, Edinburgh, Cardiff, Belfast.</i> Identify characteristics of the four countries and capital cities (physical and human features) Use maps of the UK and local area use key vocabulary <i>Ocean Sea Country city address landmark, , town, city, Capital city village,</i>	KS1 Geography National Curriculum Children can: <ul style="list-style-type: none"> name and locate the world's seven continents <i>Europe, Asia, Africa, Oceania, North America, South America, Antarctica</i> name and locate the worlds five oceans; <i>Atlantic, Pacific, Indian, Southern, Artic Oceans</i> Locate the seven continents and five oceans using globes, world maps and Atalas. use key vocabulary <i>Continent country ocean equator map Atalas globe, aerial view,</i>	KS2 Geography National Curriculum Children can: <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America are in relation to each other. (ADDITIONAL from SF progression map)Use maps to develop knowledge of where the countries of Asia, including China, are in relation to each other Describe the environmental regions, key physical and human characteristics of countries, and major cities in the world. use key vocabulary: <i>county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, Continent,, Global, Ocean.</i>	KS2 Geography National Curriculum Children can: <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, identifying human and physical characteristics key topographical features including hills, mountains, rivers and seas, use key vocabulary: <i>county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical,</i>	KS2 Geography National Curriculum Children can: <ul style="list-style-type: none"> 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. use key vocabulary: Characteristics, Region, Human geographical features Spatial, variation	KS2 Geography National Curriculum Children can: <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones; use key vocabulary: <i>atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</i> Equator,Northern hemisphere ,Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, Prime/Greenwich Meridian Time Zones

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End point	<p>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. The recognise that different places in the world have different weather patterns.</p>		<p>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.</p>		<p>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. KS2 Geography National Curriculum</p>	
Place Knowledge	<p>KS1 Geography National Curriculum</p> <p>Children can:</p> <ul style="list-style-type: none"> describe geographical similarities and differences of human and physical geography in the United Kingdom (Yr 2 to compare with outside th Uk) compare a local city/town in the UK with a contrasting city/town in a different country; Use 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 to recognise landmarks <p>use key vocabulary <i>Village town city (local places of significance?)</i></p>	<p>KS1 Geography National Curriculum</p> <p>Children can:</p> <ul style="list-style-type: none"> 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. compare the UK with a contrasting country in the world; <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>KS2 Geography National Curriculum</p> <p>Children can:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom; <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>KS2 Geography National Curriculum</p> <ul style="list-style-type: none"> explore similarities and differences, comparing the human and physical geography of a region of the UK and a region of South America; <p>use key vocabulary <i>Amazon rainforest</i> <i>city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</i></p>	<p>KS2 Geography National Curriculum</p> <p>Children can:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; <p>use key vocabulary <i>latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</i></p>	

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E n d p o i n t	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 begin 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	KS1 Geography National Curriculum Children can: <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom 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; <p>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></p>	KS1 Geography National Curriculum Children can: <ul style="list-style-type: none"> 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; <i>North pole, south pole ,equator, temperature</i> <p>use basic geographical vocabulary</p> <p><i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>city, town, village, factory, farm, house, office, port, harbour and shop</i></p>	KS2 Geography National Curriculum Children can : <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; explain the processes that give rise to key human features of the world <p>use key geographical vocabulary <i>mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, Volcanoes, Earthquakes Magma, Lava, Crater</i></p>	KS2 Geography National Curriculum Children can: <ul style="list-style-type: none"> describe and understand key aspects of economic activity including trade links. Distribution of natural resources including energy, food, minerals and water Explain the processes that give rise to key human features of the world and how these are interdependent <p>use key geographical vocabulary settlement, settler, site, need, shelter, food.</p> <p><u><i>Interaction, Interdependence, Significance, Trade, Natural resources</i></u></p>	KS2 Geography National Curriculum Children can: <ul style="list-style-type: none"> describe and understand key aspects of human geography, including: types of settlement and land use; <p>Use key geographical vocabulary</p> <p><u><i>Land use, Minerals</i></u></p>	

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End point	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.	
Geographical Skills and Field work	KS1 Geography National Curriculum Children can: <ul style="list-style-type: none"> Use 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; Use and create simple pictograms and tables to share information. Create simple labeled map use key vocabulary <i>plan, record, observe, aerial view map, direction, position, route, journey, the UK, changes, pictogram, map, country, , human, physical.</i>	KS1 Geography National Curriculum Children can: <ul style="list-style-type: none"> use world maps, simple atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions (4 points)and locational and directional to describe the location of features and routes on a map; devise a simple map; and use and construct basic symbols in a key; Use and create simple tally charts and pictograms to share information 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>	KS2 Geography National Curriculum Children can: <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; (<i>including google maps</i>) use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; Show how a four-figure grid reference is found on a map•Find a location using a four figure grid reference use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; Use simple tables and charts to share information use key vocabulary: <i>sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</i>	KS2 Geography National Curriculum Children can: <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features of the local area – <i>Roman Exeter</i> Add an Ordnance symbol or geographical feature using grid references use key vocabulary <i>Fieldwork, Human geography, Physical geography, Observe Measure, Record</i>	KS2 Geography National Curriculum Children can: <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features; <i>where the Vikings invaded and settled</i> use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; Use the points of the compass and an ordnance survey map to travel between two points. 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>	KS2 Geography National Curriculum Children can: <ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; <i>linked to residential visit</i> use key vocabulary <i>Compass, Compass Rose, Scale, Key, Symbol, Grid Reference</i>

