



Geography Strand: Locational Knowledge

National Curriculum Aims:
 -Name and locate the world's seven continents and five oceans
 -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
 -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
 -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
 -Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

National Curriculum – Key Stage 1:
 -Name and locate the world's seven continents and five oceans
 -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

National Curriculum Key Stage 2:
 -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
 -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
 -Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Early Years:
Early Learning Goals:
 Understanding the World – People, Culture and Communities
 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
 - 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.
 Understanding the World – The Natural World
 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
 - Understand some important processes and changes in the natural world around them, including the seasons.

STRAND	Nursery	Reception	Year 1	Year 2
Locational Knowledge (quiz geography)	-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (<i>Development Matters, Understanding the World, 3&4 yr olds</i>)	- Recognise some similarities and differences between life in this country and life in other countries (<i>Development Matters, Understanding the World, R</i>) -Recognise some environments that are different to the one in which they live (<i>Development Matters, Understanding the World, R</i>) -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 (<i>ELG,, Understanding the World, R</i>)	-Know the names of the four countries that make up the UK -Know the names of the three main seas that surround the UK -Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland -Know the features of hot and cold places in the world	-Know the names of and can locate the seven continents of the world -Know the names of and locate the five oceans of the world
Key Vocabulary	Summer, hot, sunny, earth, countries, holiday, plane, sunflowers, roses, different, beach, sand, spade, shell, dig, park, hat, suncream, pool	holiday, plane, train, coach, bus, beach, cliff, sea, sand, sunshine, city, countryside, town, maps, globe, England, Eccles, Salford, directions	local, north, south, east, west, shop, road, canal, house, town, city, map, address, postcode, map	town, city, village, map, UK, advantages, disadvantages, symbols, key, left, right, below, next to, forwards, backwards, features, Eccles, Greater Manchester, Salford
	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	-Name and locate at least eight European countries -Know the names of eight counties and at least six cities in England -Know the names of four countries from the southern hemisphere and four from the northern hemisphere	-Know the names of and can locate at least eight major capital cities across the world -Locate the main mountain regions within The UK Name and locate the main rivers in the UK -Locate the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian on a world map -Understand what is meant by the term 'tropics'	-Identify the names of a number of European capitals -Name and locate, a number of South American countries	-Know about time zones and work out differences -Know and locate developed nations and cities compared to underdeveloped nations -Know and locate high, middle and low income countries -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America

Key Vocabulary	compass, north, east, south, west, north-east, north-west, south-east, south-west, Eccles, Landmarks, perspective, human features, physical features, environment, aerial photographs	Thames, Avon, Tyne, Severn, Wye, Mersey, Clyde, Tropic of Cancer, Tropic of Capricorn Greenwich Meridian	Amazon, diversity, tropical, climate, wildlife, meander, capital, region	Industrial, coastal, rural, urban, holocaust, Europe, axis, population, evacuee, river, cliff, graph, distribution, Primary source, Secondary source
-----------------------	---	--	--	--

Geography Strand: Place Knowledge

National Curriculum Aims:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

National Curriculum – Key Stage 1:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

National Curriculum Key Stage 2:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Early Years:

Early Learning Goals:

Understanding the World – People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

Understanding the World – The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

STRAND	Nursery	Reception	Year 1	Year 2
Place knowledge (What a place is like)	- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (<i>Development Matters, Understanding the World, 3&4 yr olds</i>)	-Recognise some similarities and differences between life in this country and life in other countries (<i>Development Matters, Understanding the World, R</i>) -Recognise some environments that are different to the one in which they live (<i>Development Matters, Understanding the World, R</i>) -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 (<i>ELG,, Understanding the World, R</i>)	-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	-Know the main differences between a place in England and that of a small place in non-European country -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
Key Vocabulary	Summer, hot, sunny, earth, countries, holiday, plane, sunflowers, roses, different, beach, sand, spade, shell, dig, park, hat, suncream, pool	holiday, plane, train, coach, bus, beach, cliff, sea, sand, sunshine, city, countryside, town, maps, globe, England, Eccles, Salford, directions	local, north, south, east, west, shop, road, canal, house, town, city, map, address, postcode, map	town, city, village, map, UK, advantages, disadvantages, symbols, key, left, right, below, next to, forwards, backwards, features, Eccles, Greater Manchester, Salford
	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	-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	-Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	-Understand geographical similarities and differences through the study of human and physical geography of a region within South America.	-Understand geographical similarities and differences through the study of human and physical geography of a region within Europe and North America.

Key Vocabulary	compass, north, east, south, west, north-east, north-west, south-east, south-west, Eccles, Landmarks, perspective, human features, physical features, environment, aerial photographs	Thames, Avon, Tyne, Severn, Wye, Mersey, Clyde, Tropic of Cancer, Tropic of Capricorn Greenwich Meridian	Amazon, diversity, tropical, climate, wildlife, meander, capital, region	Industrial, coastal, rural, urban, holocaust, Europe, axis, population, evacuee, river, cliff, graph, distribution, Primary source, Secondary source
-----------------------	---	--	--	--

Geography Strand: Human and Physical

National Curriculum Aims:
 Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
 Use basic geographical vocabulary to refer to:
 - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
 Describe and understand key aspects of:
 - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

National Curriculum – Key Stage 1:
 -Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
 -Use basic geographical vocabulary to refer to:
 -Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 -Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

National Curriculum Key Stage 2:
 -Describe and understand key aspects of:
 -Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 -Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Early Years:
Early Learning Goals:
 Understanding the World – People, Culture and Communities
 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
 - 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.
 Understanding the World – The Natural World
 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
 - Understand some important processes and changes in the natural world around them, including the seasons.

STRAND	Nursery	Reception	Year 1	Year 2
Human and Physical	-Begin to understand the need to respect and care for the natural environment and all living things (<i>Development Matters, Understanding the World, 3&4 yr olds</i>) -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (<i>Development Matters, Understanding the World, 3&4 yr olds</i>)	-Recognise some similarities and differences between life in this country and life in other countries (<i>Development Matters, Understanding the World, R</i>) -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 (<i>ELG, Understanding the World, People, Culture, Communities</i>) -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (<i>ELG, Understanding the World, The Natural World</i>) -Understand some important processes and changes in the natural world around them, including the seasons (<i>ELG, Understanding the World, The Natural World</i>).	-Know which is the hottest and coldest season in the UK -Know and recognise main weather symbols -Know the main differences between city, town and village	-Know the name of the nearest town or city and locate it on a map of the UK -Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach -Explain some of the advantages of living in a city or village
Key Vocabulary			United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, north, east, south, west, Irish sea, North sea, English Channel, city, town, village	City, map, cliff, mountain, lake, island, valley, beach, forest, woodland, Lake District, Pennines, Manchester, London, Edinburgh, Cardiff, Belfast, Bristol, Newcastle, left, right, below, next to, forwards, backwards

	Year 3	Year 4	Year 5	Year 6
Human and Physical	<ul style="list-style-type: none"> -Know what causes an earthquake -Label the different parts of a volcano -Know about the human characteristics and features of a European country and its major cities 	<ul style="list-style-type: none"> -Know how countries can prepare and protect themselves from the effects of an earthquake -Know how tsunamis are formed -Know why most cities are located by a river -Know the impact of the water cycle e.g. potential flooding -Know the names of and locate some of the world's deserts 	<ul style="list-style-type: none"> -Know what is meant by biomes and what are the features of a specific biome -Label layers of a rainforest and know what deforestation is -Know the causes and impact of climate change -Know the impact of influential people on climate change e.g. Greta Thunberg, David Attenborough 	<ul style="list-style-type: none"> -Know why our industrial areas and ports are important -Know the main human and physical differences between developed and developing nations -Evaluate the impact of climate change and how it could impact on their own lives
Key Vocabulary	core, crater, crust, earthquake, epicentre, erupt, lava, molten, magma, mantle, seismic waves, tectonic plates, volcano	earthquake, tsunami, preparation, earthquake proofing, river, estuary, mouth, water cycle, flooding, condensation, evaporation, precipitation	Biome, equator, latitude, longitude, hemisphere, climate, precipitation, eco system, biodiversity, flora, fauna, savannah, tundra, coniferous, deciduous	industry, coal, human geography, physical geography, OS map, minerals, development, Primary and Secondary sources, similarity, difference, climate

Geography Strand: Skills and Fieldwork				
<p>National Curriculum Aims:</p> <ul style="list-style-type: none"> -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 				
<p>National Curriculum – Key Stage 1:</p> <ul style="list-style-type: none"> -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 				
<p>National Curriculum Key Stage 2:</p> <ul style="list-style-type: none"> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 				
<p>Early Years:</p> <p>Early Learning Goals:</p> <p>Understanding the World – People, Culture and Communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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. <p>Understanding the World – The Natural World</p> <ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons. 				
STRAND	Nursery	Reception	Year 1	Year 2
Skills and Fieldwork	<ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials (<i>Development Matters, Understanding the World, 3&4 yr olds</i>) - Begin to understand the need to respect and care for the natural environment and all living things (<i>Development Matters, Understanding the World, 3&4 yr olds</i>) -Understand position through words alone, with no pointing. -Describe a familiar route -Discuss routes and locations, using words like 'in front of' and 'behind' (<i>Development Matters, Mathematics, 3&4 yr olds</i>) 	<ul style="list-style-type: none"> -Draw information from a simple map (<i>Development Matters, Understanding the World, R</i>) -Explore the natural world around them (<i>Development Matters, Understanding the World, R</i>) - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (<i>ELG, Understanding the World</i>). 	<ul style="list-style-type: none"> -Know where the equator, North Pole and South Pole are on the globe -Know which is N, E, S and W on a compass -Know their address including postcode -Know the name of the nearest town or city -Know how to follow a simple road map -Use simple observational skills to study the geography of their school and its grounds 	<ul style="list-style-type: none"> -Know and use the terminologies: left and right; below, next to -Devise a simple map; and use and construct basic symbols in a key -Make a model, using road strips and toy buildings that shows features in an area
Key Vocabulary			globe, map, compass, city, town, village, postcode, address, seasons, symbols	Left, right, up, down, next to ahead, direction, north, east, south, west
	Year 3	Year 4	Year 5	Year 6
Skills and Fieldwork	<ul style="list-style-type: none"> -Use maps to locate European countries and capitals -Know and name the eight points to a compass -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features -Talk about the features in their local environment and compare it with another they know 	<ul style="list-style-type: none"> -Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian -Distinguish between the Northern and Southern hemisphere on both a world map and a globe -Know how to plan a journey within the UK, using a road map -Make a model to show part of the local area, e.g. parks, shopping precinct, etc. 	<ul style="list-style-type: none"> -Know how to use graphs to record features such as temperature or rainfall across the world -Know most of the symbols used on a UK road map, including status of roads -Know some of the main features of SatNav -Use appropriate special language when giving directions 	<ul style="list-style-type: none"> -Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. -Know what most of the Ordnance Survey symbols stand for -Know how to use six-figure grid references -Use graphs to compare changes over time -Know how to use digimaps -Become familiar with topographical maps and know about contours, etc

Key Vocabulary	tectonic plate, subduction zones, lava, magma, mantle, core, crust, vent, cone, fissure	Northern hemisphere, Southern hemisphere, Meridian, Tropic of Cancer, Tropic of Capricorn, map, north-west, south-west, north-east, south-east, journey, directions	Ordnance Survey map, symbol, feature, SAT Nav, directions, temperature, rainfall, graph, difference, similarity	Google Earth, direction, land use, OS symbols, grid reference, compare, contrast, difference, similarity, topography, journey, river, changes
-----------------------	---	---	---	---