

Cohort:

Geography Knowledge and Skills

EYFS	KS1		LKS2		UKS2	
	Year A	Year B	Year A	Year B	Year A	Year B

Locational Knowledge

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.(3&4)

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. (ELG)

Curricular Aim

Reception:

Show curiosity about the world in which I live and talk about my local area. Share own knowledge and ask questions of others to find out more.

Nursery:

Talk about my immediate family and experiences that I have had chatting in everyday play and focused sessions, showing the ability to concentrate, think through and extend ideas and real and imaginary thoughts with others.

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;

Can name the capitals of the UK.

Can use an atlas to name and locate on a map the four countries and capital cities of the UK.

Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.

name and locate the world's seven continents and five oceans;

Can use a world map, atlas or globe to name and locate the seven continents and five oceans.

use key vocabulary to demonstrate knowledge and understanding in this strand: world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica

key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.

Can use a map or atlas to locate some counties and cities in the UK

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)

Can indicate tropical, temperate and polar climate zones on a globe or map

Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary

Can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them.

Can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and distance from the equator)

Can identify on a globe or map the position of the Prime/Greenwich Meridian.

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

						<p><u>characteristics, countries, and major cities</u></p> <p>Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made.</p> <p>Can use a map or atlas to locate some countries and cities in Europe or North and South America.</p> <p>Can locate some countries in Europe, North and South America on a map or atlas</p>
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Place Knowledge

<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG)</p> <p>Curricular Aim</p> <p>Reception:</p> <p>Show curiosity about the world in which I live and talk about my local area. Share own knowledge and ask questions of others to find out more.</p> <p>Nursery:</p> <p>Talk about my immediate family and experiences that I have had chatting in everyday play and focused sessions, showing the ability to concentrate, think through and extend ideas and real and imaginary thoughts with others.</p>	<p>Know that weather can be different in different parts of the UK</p>	<p><u>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</u></p> <p>Can demonstrate locational awareness, name their local area, and that they live in the UK.</p> <p>Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary</p> <p>Can describe in some detail the local area and distant locations' features using images to support answers</p> <p>Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or</p>			<p><u>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</u></p> <p>Offer explanations for the similarities and differences between Whitby and Greece</p> <p>Can describe how the human and physical characteristics are connected for Whitby and Greece (e.g. using photos, information sheets and Google Earth, record information, drawing out human and physical characteristics, differences and similarities).</p> <p>Can give information about a region of Europe and its physical environment, climate.</p> <p>Offer explanations for the similarities and differences</p>	
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		<p>landmarks of other capital cities.</p> <p>Know that people do jobs and that where they live (e.g. coastline) might affect this.</p> <p>To know that Toronto is a city in Canada.</p> <p>To compare Toronto to their local area using pictures and maps to support this.</p>			<p>between Mexico and the UK</p> <p>Identify human and physical features of Mexico using a range of sources .e.g maps, people, videos, internet research</p> <p>Using a map locate north America and Mexico</p> <p>Locate and name the major cities within Mexico</p> <p>Can give information about Mexico and its physical environment, climate.</p>	
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Human and Physical Geography

<p>Recognise some similarities and differences between life in this country and life in other countries. (Rec)</p> <p>Recognise some environments that are different to the one in which they live. (Rec)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG)</p> <p>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. (ELG)</p> <p>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. (ELG)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons (ELG)</p>	<p><u>use basic geographical vocabulary to refer to:</u></p> <p><u>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</u></p> <p><u>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</u></p> <p>To identify key human and physical features on maps.</p> <p>To identify key human and physical features in images</p> <p>To identify key human and physical features in their locality and with a Place study (Toronto)</p> <p>To identify human and physical features within the school grounds and from views they can see from the school field.</p> <p>Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</p>	<p><u>use basic geographical vocabulary to refer to:</u></p> <p><u>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</u></p> <p><u>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</u></p> <p>To identify key human and physical features on maps.</p> <p>To identify key human and physical features in images</p> <p>To identify key human and physical features in their locality and with a Place study (Toronto)</p> <p>To identify human and physical features within the school grounds and from views they can see from the school field.</p> <p>Know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</p>	<p><u>human geography, including: types of settlement and land use,</u></p> <p>Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city.</p> <p>Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks.</p> <p>Can describe and give reasons for local land use and suggest how this might change in the future</p> <p>Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas</p> <p><u>human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</u></p> <p>Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains</p>	<p><u>physical geography, including: the water cycle</u></p> <p><u>physical geography, including: rivers</u></p> <p>Can describe the characteristics of (North American) settlements with different functions.</p> <p>Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change.</p> <p>Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>Can locate and label the main British rivers on a map of the British Isles</p> <p>Can describe a river and mountain environment in the UK, using appropriate</p>	<p><u>physical geography, including: climate zones, biomes and vegetation belts</u></p> <p>Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest.</p> <p>Can describe what the climate of a region is like and how plants and animals are adapted to it</p>
<p>Curricular Aim</p> <p>Reception:</p> <p>Show curiosity about the world in which I live and talk about my local area. Share own knowledge and ask questions of others to find out more.</p> <p>Nursery:</p> <p>Talk about my immediate family and experiences that I have had chatting in everyday play and focused sessions, showing the ability to concentrate,</p>	<p><u>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</u></p>				

<p>think through and extend ideas and real and imaginary thoughts with others.</p>	<p><u>and the North and South Poles</u></p> <p>Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.</p> <p>Know that weather can be different in different parts of the UK.</p> <p>Start to give reasons why the UK has the weather it does (e.g. wind).</p> <p>Can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator. Can make comparisons when prompted with the weather in your area</p> <p>Can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p>		<p>can give information about a region of Europe and its physical environment, climate and economic activity.</p> <p><u>physical geography, including: mountains, volcanoes and earthquakes.</u></p> <p>Can describe how physical processes can cause hazards to people.</p> <p>Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change).</p> <p>Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts).</p> <p>Can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.</p> <p>Can describe how a mountain region was formed.</p>			
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Geographical Skills and Fieldwork

Describe a familiar route.(3&4)

Discuss routes and locations, using words like 'in front of' and 'behind'.(3&4)

Use all their senses in hands-on exploration of natural materials (3&4)

Draw information from a simple map. (Rec)

Explore the natural world around them.(Rec)

Curricular Aim

Reception:

Show curiosity about the world in which I live and talk about my local area. Share own knowledge and ask questions of others to find out more.

Nursery:

Talk about my immediate family and experiences that I have had chatting in everyday play and focused sessions, showing the ability to concentrate, think through and extend ideas and real and imaginary thoughts with others.

[use world maps, atlases and globes to identify the United Kingdom and its countries](#)

Can locate the UK and name the countries of the UK.

Can use an atlas to name and locate on a map the four countries and capital cities of the UK.

[use world maps, atlases and globes to identify the continents and oceans studied at this key stage](#)

Can use and understand basic weather symbols.

Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.

Can name and locate the seven continents and five oceans on a world map/in an atlas.

[use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features](#)

[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.](#)

Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).

Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.

Identify Toronto, Canada and the UK on a map.

Identify human and physical features of Toronto/Sharow on a world map.

[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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied](#)

Identify land use from looking at large scale maps.

Can locate the UK's counties and cities on a maps

Identify mountain ranges, volcanoes and earthquakes from maps.

Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it

Identify Toronto, Canada and the UK on a map.

Identify human and physical features of Toronto/Sharow on a world map.

[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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied](#)

[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.](#)

Begin to draw a variety of thematic maps based on their own data

Can use fieldwork to investigate key questions and begin to answer them.

Begin to use a variety of sources of evidence to express views about the school

Begin to use recordings for their investigation

Draw a sketch map from a high view point

Draw a plan view of a locality – e.g school, local area

Draw a sketch of a simple route

Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g.

[use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied](#)

Select and use a range of measuring instruments and investigations to answer their own questions

Begin to recognise symbols on a OS map

Use large and medium scale OS maps

Use eight-point compass independently when describing a route across multiple countries/states

Begin to use six figure coordinates to locate features on a map

Recognise and use OS map symbols and describe features shown on a OS map

Draw a sketch map using symbols and a key for international geography

Begin to draw plans of increasing complexity to show a variety of geographical aspects.

Create maps using aerial photographs and satellite images.

Draw a sketch of key features of topic studied with increasing accuracy.

		<p><u>devise a simple map; and use and construct basic symbols in a key</u></p> <p>Correctly use most of the key vocabulary given in the unit for mapping.</p> <p>Can recognize and name four types of maps.</p> <p>Can recognize the key features of a map.</p> <p>Can identify what a map is.</p> <p>Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.</p> <p>Can name the four main compass directions.</p>		grid references, compass directions		
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Below age related expectations						
At age related expectations						
Exceeding age related expectations						