

	EYFS		KS1		LKS2		UKS2	
	Nursery	Reception	YR 1	YR 2	YR3	YR 4	YR 5	YR 6
Locational Knowledge	Understand position through words . Use words such as in front of behind. Describe a familiar route	Know where they live and talk about their house, home. Know the name of their school and its village location within the country of England.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Name and locate the world's seven continents and five oceans.	Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Locate and name the countries making up the British Isles, with their capital cities.	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Locate and name the main countries and cities in/around Ingleton and within European areas of study. Locate the main countries in Europe and North and South America. Identify longest rivers in the world, largest deserts, highest mountains. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Use maps to locate volcanoes and name the countries they are in.	Locate the main countries in Europe and North or South America. Locate and name principal cities. Locate and name the main countries and cities in England. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day Locate live and old volcanoes on a World Map.	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Locate live and old volcanoes on a World Map.
Place Knowledge	Know there are different countries in the world and talk about differences they have experienced	Talks about their home, the school environment inside and outside. Can name areas within the school grounds and talk about what they can see there. Look at other places through story and	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Ingleton, and of a small area in a contrasting non-European country eg	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	Compare a region of the UK with a contrasting region in Europe, eg. Yorkshire Dales National Park with an area of France. Explain why is a place like it is?	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., eg Yorkshire Dales National Park with an area in France	Compare and contrast the North West region of the UK with an area in France Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St	Compare Edinburgh with Barcelona . Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org

	or seen in photos.	pictures looking at similarities and differences eg polar regions, African savanna.	Rio de Janeiro/ Kenyan village School grounds . Identify parts of the school grounds through pictures. & Ingleton Village	eg Tokyo Japan	Explain how the lives of people in different countries would be different to their own.		Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).	etc for free and commercially available packs on St Lucia focussing on Geography). A look at Brazil in 2024. Understand some of the reasons for similarities and differences.
Physical & Human Geography	Use their senses in hands on exploration of natural materials Understand the need to respect and care for the natural environment and all living things.	Talk about features of their own immediate environment and how other environments through experience, story and photographs vary. Name natural features in the school grounds such as the woods, field, and features such as the playgrounds, playground furniture, garden area. Begin to learn the vocabulary of place through story and photographs of different places; Polar regions, African Savanah, Seaside , Farms Know some similarities and differences between the natural world around them and contrasting environments explaining similarities and differences between life in this country and life in other countries.	Identify seasonal and daily weather patterns in the United Kingdom. Identify 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:, forest, hill, mountain, soil, valley, vegetation,. ☐ key human features, through story pictures, including: city, town, village, factory, farm, house, office.	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 Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types. Be able to describe the physical features of a locality and human features of a locality. Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Facts about famous volcanoes and their location	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Name and locate key topographical features including coast , features of erosion and rivers. Understand how these have changed over time. Find out facts about famous volcanoes and their location. Look at a moderate area for Earthquakes, eg Italy Types of settlements in modern Britain: villages, towns, cities. Explain how a locality has changed over time.	Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Explain how a locality fits into it's wider geographical location with reference to human economical features eg trade, settlement. Fair/unfair distribution of resources (Fairtrade). Types of settlements in Viking, Saxon Britain linked to History. History Roman topic A possible case study on Hawaii, Kilauea Volcano.	Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Describe how some places are similar and others are different in relation to their physical features. Distribution of natural resources focussing on energy. Look at Earthquakes in areas of America. Possible case study on a Californian Earthquake and what happened to the landscape around the epicentre. Give an extended description of human features of different places around the world. What might a place be like in the future , taking account of issues impacting on human features.
	Understand position	Use simple fieldwork, observational skills to	Use world maps, atlases and globes to identify	Use aerial photographs and plan perspectives to	Use maps, atlases, globes and digital/computer	Use maps, atlases, globes and digital/computer	Use maps, atlases, globes and digital/computer	Use maps, atlases, globes and digital/computer

	<p>through words . Use words such as in front of behind. Describe a familiar route</p>	<p>study the school grounds and it's key human and physical features.</p> <p>Enjoy playing in the school grounds locating areas of the school grounds... Draw information from a simple map.</p> <p>Explore outside the school grounds through a seasonal walk and a visit to Ingleton in our countryside ramble. Describe their immediate environment.</p>	<p>the United Kingdom and its countries and capital cities.</p> <p>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>Devise and follow a route around the school grounds by using pictures.</p> <p>Identify human features of the school grounds through photographs matching them outside to what they are.</p> <p>Use information books/ pictures as sources of information.</p>	<p>recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>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.</p> <p>Ask simple geographical questions, Where is it? What is it like?</p> <p>Make simple comparisons between features of different places.</p>	<p>mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Begin to initiate ask geographical questions.</p> <p>Collect and record evidence analyse evidence and make comparisons, eg between two locations using photos, pictures with guidance.</p>	<p>mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Extend to using satellite images, aerial photos.</p> <p><i>Analyse , draw conclusions , making comparisons.</i></p>	<p>mapping (Google Earth) to locate countries and describe features studied Use primary and secondary sources of evidence in investigations.</p> <p>Collect and record evidence unaided.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>mapping mapping (Google Earth) to locate countries and describe features studied. Use primary and secondary Sources.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Suggest questions for investigating.</p> <p>Analyse evidence and draw conclusions eg from fieldwork, data look at patterns and explain reasons behind it.</p> <p>Presentation of facts on Earthquakes and Volcanoes using a range of methods, sketch maps, plans, digital technology.</p>
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