

Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Map Skills</b>	Provide play maps and small world equipment for children to create their own environments.	<p>Follow directions; up/down, left/right, behind/in front of</p> <p>Begin to use compass directions (North, South, East, West)</p> <p>Use own symbols on imaginary maps</p> <p>Use relative vocab; bigger / smaller, like / different to</p> <p>Follow picture maps of imaginary places and from stories and begin to draw their own simple maps.</p> <p>Talk about maps in simple terms.</p>	<p>Follow directions; North, East, South, West.</p> <p>Use class agreed symbols on simple map.</p> <p>Spatial matching; match the same area eg. continent on a larger map.</p> <p>Make a representation of a real or imaginary place.</p> <p>Use a plan and infant atlas to help create simple maps.</p>	<p>Use pairs of coordinates and eight compass points.</p> <p>Introduce need for a key and standard symbols.</p> <p>Spatial matching, boundary matching; eg. country boundary on a different scale map.</p> <p>Use larger scale map outside/use maps of other localities</p>	<p>Begin to use 4-figure grid reference to locate features on a map.</p> <p>Introduce need for a key and standard symbols.</p> <p>Use a variety of maps of different scale to locate places.</p>	<p>Use 4-figure grid reference to locate features on a map.</p> <p>Use eight compass points.</p> <p>Draw a map using symbols and a key, awareness of OS symbols.</p> <p>Measure straight line distance on a plan.</p> <p>Compare large-scale map and vertical photo, select maps for a purpose.</p>	<p>Use 6-figure grid reference to locate features on OS map.</p> <p>Use OS standard symbols.</p> <p>Scale reading and comparison of map scale.</p> <p>Follow route on small-scale OS map and describe features seen.</p>

<p>Enquiry Skills</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Provide stories that help children to make sense of different environments.</p>	<p>Use resources provided and their own observations to respond to questions about places.</p>	<p>Select information from resources provided.</p> <p>Use this information and their own observations to ask and respond to questions about places.</p>	<p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p>	<p>Use skills and sources of evidence to respond to a range of geographical questions.</p> <p>Offer reasons for some of their observations and judgements about places.</p> <p>Offer explanations for the location for some human and physical features in different localities.</p>	<p>Draw on their knowledge and understanding to suggest suitable geographical questions for study.</p> <p>Use a range of geographical skills and evidence to investigate places and themes.</p>	<p>Identify relevant geographical questions.</p> <p>Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes.</p> <p>They reach plausible conclusions and present their findings both graphically and in writing.</p>
<p>Field Work</p>	<p>Arouse awareness of features of the environment in the setting and immediate local area, e.g. walk around local area.</p> <p>Give opportunities to</p>	<p>Use world maps, atlases and globes.</p> <p>Begin to identify the United Kingdom and its countries.</p>	<p>Plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe human and physical</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>

	<p>record findings by, e.g. drawing, writing, making a model or photographing.</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Devise a simple plan / map e.g. plan of school playground, map of their journey from home to Buckstones.</p> <p>Begin to use aerial photographs, including Google Earth</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 and the key human and physical features of its environment.</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>Begin to use fieldwork to observe and record the human and physical features in the local area (Crompton Moor), using a range of methods, including sketch maps and plans.</p>	<p>features studied (Italy, Rome, Greece, Athens, France, Marseilles.)</p> <p>Use fieldwork where possible to observe, measure and record the human and physical features in the local area using a range of methods, including graphs and digital technologies.</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.</p> <p>Confidently use fieldwork to observe, measure and record the human and physical features with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Extend to 6 figure grid references with teaching of latitude and longitude.</p> <p>Expand map skills to include non-UK countries.</p> <p>Confidently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Place and Locational Knowledge	Use the local area for exploring both the built and	Name and locate the four	Understand and study the	Name different cities of the UK and the	On a world map, locate areas of	On a world map, locate areas of	Consolidate longitude and

	<p>the natural environment.</p> <p>Understand the difference between natural environment and manmade. Know the difference between land and water.</p>	<p>countries of the United Kingdom.</p> <p>Begin to name the capital cities of the four countries of the UK.</p> <p>Begin to talk about characteristics of the four countries of the UK.</p> <p>Begin to understand the difference between human (made by people) and physical (made by God) geography.</p> <p><b>Name and locate the world's seven continents and five oceans.</b></p>	<p>difference between human and physical geography with a study of a contrasting location Isle of Coll and Shaw.</p> <p>Know the basic compass directions (north east south, west).</p>	<p>human and physical characteristics.</p> <p>Name and locate mountains and rivers of the UK.</p> <p>Names and locate counties of the UK and the human and physical features. Identify and locate major mountain ranges of the world.</p> <p>Identify and locate major rivers of the world.</p>	<p>either desert, rainforest or temperate regions (habitats link).</p> <p>Locate and name the main cities in England.</p> <p>Locate and name the main cities in/around Greater Manchester.</p>	<p>similar environmental regions, either desert, rainforest or temperate regions (habitats link).</p> <p>Name and locate counties of the UK and the human and physical features.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>latitude with regards to the placement of countries.</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Identify and locate the longest rivers in the world.</p>
Human and Physical Geography	Shows care and concern for the environment. Provide stimuli and	Begin to identify seasonal and daily	Use basic geographical vocabulary to	Physical geography including mountains and rivers and their	Human geography including trade links in the	Describe and understand key aspects of Physical	Describe and understand key aspects of :

	<p>resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p> <p>Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors</p>	<p>weather patterns in the United Kingdom.</p> <p>Talk about the weather in the area where they live.</p> <p>Identify the location of hot and cold areas of the world.</p> <p>Use basic geographical vocabulary to refer to: key <b>physical</b> features, such as forest, hill, mountain, moor key <b>human</b> features, including: city, town, farm, house</p>	<p>refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles.</p>	<p>key features; how mountains are formed; tourism in mountains; how rivers are formed; why rivers are important.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there and how has Britain changed over time?</p> <p>Brief introduction to volcanoes and earthquakes linking to Science: rock types.</p>	<p>Pre-roman and Roman era.</p> <p>Describe and understand key aspects of: Physical geography including the water cycle (including transpiration).</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>geography including: coasts, climate zones, biomes and vegetation belts.</p> <p>Human geography including trade links in the Early Islamic Civilisation.</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Types of settlements in Viking, linked to History</p>	<p>Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest).</p> <p>Human geography including trade between UK and Europe and ROW.</p>
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<p>Geographical concepts and skills Vocabulary</p>	<p>FS 1 -Town, weather, hot, cold, soil, here, there, near, far</p> <p>FS 2 -Season, world, village, countryside, farm, factory, house, hill, sea, beach, shop, map</p>	<p>Simple vocabulary: e.g. near / far, wet / dry, sunny / hot / cold north / south east / west</p> <p>Human (made by people) geography e.g. house, school, shop, street, farm</p> <p>Physical (made by God) geography e.g. forest, hill, river</p> <p>UK-related e.g. town, city, United Kingdom (UK), country, England, Scotland, Northern Ireland, Wales, capital city, London</p> <p>World-related e.g. mountain, world, continent</p>	<p>Develop vocabulary: Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe</p>	<p>Continue to develop vocabulary: temperature, rainfall, environment, population, landscape, transport, settlement, city, county, human characteristics, physical characteristics, mountains, summit, valley, ridge, peak, plateau, rivers, source, waterfall, gorge, meander, ox-bow lake, tributary, mouth, delta, estuary.</p>	<p>Continue to develop vocabulary: rainforest, tropical, Mediterranean, climate, urban, rural water cycle</p>	<p>Use precise geographical vocabulary: coastal, development, erosion, deposition, renewable, deforestation, recyclable, sustainable, latitude, longitude Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, volcanoes,</p>	<p>Be able to describe and start to explain geographical processes using the correct terminology. Biomes, longitude, latitude, rivers, natural resources, distribution, vegetation belts Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere,</p>
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