|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS Areas of study**  **Understanding the World – The Natural World**   * Explore the natural world around them, making observations and drawing pictures of animals and plants. * 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 and changing states of matter. | | | | | | |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Locational knowledge** | Name and locate where children live on a map of the UK. | Name and locate the World’s seven continents and five oceans.  Name and locate the four capital cities of the UK and the surrounding seas.  Locate hot and cold areas of the world in relation to the Equator and the North/South poles. | Name and locate some counties and cities of the UK.  Locate Geographical regions of the UK and major hills and mountains. | Name and locate most counties and cities in the UK, particularly those associated with Roman period of time.  Name and locate the countries in Europe (including the location of Russia) concentrating on their physical and human features. | Name and locate most counties and cities in the UK, particularly those associated with Viking and Anglo-Saxon periods of time.  Locate the world’s countries using maps to focus on Europe and South America.  Identify the position of the Tropics of Cancer and Capricorn, Equator, Arctic and Antarctic circles, the Prime/Greenwich Meridian and time zones (including day and night). | Locate the world’s countries using maps to focus on Europe and North America.  Name and locate countries within continents studied.  Identify the significance of the Tropics of Cancer and Capricorn, Equator, Arctic and Antarctic circles, the Prime/Greenwich Meridian and time zones (including day and night) within the context of places studied. |
| **Place Knowledge** | Compare their own locality to a nearby city, town or village.  Describe the human and physical features of the local area and school grounds. | Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country including their weather and use of land. | Compare geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. | Understand geographical similarities and differences through a study of human and physical geography of their home in the UK to a contrasting European country. | Understand geographical similarities and differences through a study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within South America.  Revise cities of the UK and explain changes over time. | Understand geographical similarities and differences through a study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America. |
| **Human and Physical Geography** | Identify seasonal and daily weather patterns in the UK.  Use basic geographical vocabulary to refer to:  key physical features, including beach, forest, hill, mountain, sea, weather and season  key human features including, city, town, village, house, shop  Use simple fieldwork and observational skills to study the geography of their school grounds and the key human and physical features. | Use geographical vocabulary to compare human and physical features of local area to non-European area.  Key physical features including: cliff, coast, ocean, river, soil, valley, vegetation.  Key human features including: city, factory, farm, office, port, harbour.  Compare weather around the world. | Human geography including: types of settlement, land use and distribution of natural resources for the areas studied.  Physical geography including: changes over time e.g coasts, mountains, cliff erosion, land use and landmarks (UK). | Understand how human and physical features have changed over time (rivers and coasts)  Understand the human influence on changes to human and physical features of places studied.  Physical geography including:  How rivers change over time and the water cycle.  Describe the distribution of natural resources e.g food.  Discuss the effect water has on landscapes, people and the environment. | Understand the Earth’s key physical and human processes (formation of land).  Human geography including: types of settlement and land use, economic activity and trade links and the distribution of natural resources including energy, food and water, population.  Physical geography including climate. | Describe and understand key aspects of:  Physical geography including:  Climate zones, biomes and vegetation belts, volcanoes and earthquakes.  Human geography including: land use and the distribution of natural resources.  Understand the impact of human influence on geography and how human and physical features have changed over time.  Describe the processes of an earthquake and volcano and the effect they have on the formation of land. |
| **Geographical skills and fieldwork** | Use a simple picture map to move around the school grounds.  Use directional language (i.e. near, far, up, down, left, right) to describe features on a map.  Draw simple picture maps, and plan views including appropriate symbols and pictures to represent places and features.  Start to interpret simple weather maps and symbols.  Use basic observational skills using their senses.  Observe different houses and buildings in their local area.  Observe changes in seasons within the school grounds.  Begin to use atlases to identify the UK and where they live. | Locate the seven continents and five oceans on a world map and globe.  Locate on a globe or world map the hot and cold areas of the world including the Equator and North/South poles.  Use four points of the compass (NSEW) to locate and describe geographical features on a map.  Use maps to locate the four countries and capital cities of the UK and its surrounding seas.  Use simple letter/number coordinates and simple grids to locate features on a map.  Draw or make a map of real or imaginary places (e.g add detail to a sketch map from an Aerial photograph).  Use Aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | Use four 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 and interpret the symbols for mountains, coasts, rivers and contour lines.  Use the eight points of a compass.  Use an atlas to locate places studied (UK and Europe).  Locate boundaries of counties and countries on a map of the UK.  Use digital computer mapping to locate places studied.  Annotate sketch maps to record the human and physical features of places studied.  Ask geographical questions and use fieldwork to find the answer. | Use OS symbols to identify key physical and human features on a map.  Use eight figure grid references to identify rivers on a map.  Use maps, atlases, globes to locate countries studied (Europe including Russia) and match key capital cities.  Study maps to compare a region of the UK to a different European country.  Name other European cities that lie on a river.  Understand the advantages of cities being established on the banks of a river (travel, trade, water supply etc.)  Sketch a map and present human and physical features.  Identify human and physical features on a map. | Use the eight points of a compass and six point grid references to build knowledge of the wider world.  Follow routes on 1:150,000 OS map.  Carry out Fieldwork to study an old village, town or city.  Use fieldwork to observe, measure and record the human and physical features of areas studied using a range of methods, including annotating sketch maps, plans and graphs.  Use maps to identify the human and physical features including environmental regions on places studied.  Use atlases, satellite images, Aerial views and digital mapping to describe human and physical features. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  Follow routes on 1:10,000 and 1:5,000 OS map.  Use and understand different types of maps e.g. projections, thematic and relief maps and realise how the purpose of a map, scale, symbols and style are related.  Confidently use the eight points of a compass and six point grid references to build knowledge of the wider world. |