

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
EYFS	<p><b><u>Learning opportunities and experiences our children will experiences in the EYFS.</u></b></p> <p><b>Geographical Development</b></p> <p>Communication - talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments.</p> <p>Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc.</p> <p>Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about.</p> <p><b>Early Learning Goals</b></p> <p>People, Cultures and Communities; Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</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.</p>			
	<b>Children will know...</b>	<p>The features of Autumn and seasonal changes.</p> <p>How to navigate the school grounds. That they live in England, on planet earth.</p> <p>How to use their senses outdoors, and to describe the features of autumn using their senses.</p> <p>That other people live in different places to them.</p> <p>That the weather can be different each day and identify what they can see and feel in terms of weather.</p> <p>How to identify symbols on a map.</p> <p>What a landmark is and what landmarks are in our area.</p> <p>That places can be represented by a map.</p> <p>That they live in Barton that is in England, and there are other countries in the world, and other places in England too.</p> <p>Different modes of transport and how different vehicles are used for different distances.</p> <p>What it means to go on holiday. Different modes of transport to get to different places.</p> <p>Where people might go on holiday.</p>		
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
Year 1	<ul style="list-style-type: none"> <li>▶ Can locate some major cities, oceans and continents on a UK and world map.</li> <li>▶ Can use a world map, atlas or globe to name and</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can describe in some detail the local area and distant locations' features using images to support answers.</li> <li>▶ Can compare the local area to distant locations. This</li> </ul>	<ul style="list-style-type: none"> <li>▶ Show limited awareness of weather differences.</li> <li>▶ Can describe which continents have significant hot or cold areas and relate these to the poles and equator. Use a world map, atlas or globe to locate the continents</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can use a world map, atlas or globe to recognise and name some continents and oceans. Use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK.</li> </ul>

	<p>locate the seven continents and five oceans.</p> <ul style="list-style-type: none"> <li>▶ Can name most of the nations and capitals of the UK.</li> <li>▶ Can understand that they live in the UK and it is an island, can identify the UK and its surrounding seas.</li> </ul>	<p>might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities.</p> <ul style="list-style-type: none"> <li>▶ Know that people do jobs and that where they live (e.g. coastline) might affect this.</li> <li>▶ Have some sense of what animals eat and the dangers (human or physical) animals might encounter.</li> </ul>	<p>and oceans relative to the equator and poles.</p> <ul style="list-style-type: none"> <li>▶ 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.</li> <li>▶ Identify seasonal weather patterns.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can use a wall map or atlas to locate and identify countries taught in the unit. "</li> <li>▶ 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).</li> <li>▶ Can use appropriate language when talking about maps and locations.</li> <li>▶ 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).</li> <li>▶ 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).</li> </ul>
	<p><b>Children will know...</b></p>	<p>That Barton is the name of the place where many of us live and where our school and Church is.  That Barton is a village.  The landmarks of Barton.  To talk about the landmarks of Barton when viewing Google Streetview and be able to place these on a simple map/aerial photograph. How to talk about the features they see on their journey to/from school.  How to plan a simple route around Barton taking in key landmarks.  The names of the four countries in the UK and be able to locate these.  The names of the four capital cities of the UK and be able to locate these.  That the UK is located on two islands.  That the country that we live in is England.  Key features and characteristics of the four countries of the UK and of the four capital cities.  The difference between a physical and human feature.</p>		

		<p>The name and location of the area.</p> <p>The similarities and differences in physical features of the area. The similarities and differences in human features of the area.</p> <p>How to identify weather types in the UK.</p> <p>How weather patterns change with the four seasons in the UK. How to observe and record daily weather.</p> <p>What a map is and how some features are represented on maps.</p> <p>What a map of our school grounds looks like and where key features are on the map.</p> <p>How to follow a simple map of the school grounds.</p>		
	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical skills and fieldwork</b>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>▶ Can identify and name the relevant continents.</li> <li>▶ Can name the capitals of the UK.</li> <li>▶ Can use an atlas to name and locate on a map the four countries and capital cities of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can demonstrate locational awareness, name their local area, and that they live in the UK.</li> <li>▶ Know that weather can be different in different parts of the UK.</li> <li>▶ Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.</li> <li>▶ Know that weather can be different in different parts of the UK.</li> <li>▶ Start to give reasons why the UK has the weather it does (e.g. wind).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can locate the UK and name the countries of the UK.</li> <li>▶ Can use an atlas to name and locate on a map the four countries and capital cities of the UK.</li> <li>▶ Can use atlas, map or globe to locate some wonders (of the world). "</li> <li>▶ Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).</li> <li>▶ Can use and understand basic weather symbols.</li> <li>▶ Can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.</li> <li>▶ Correctly use most of the key vocabulary given in the unit.</li> <li>▶ Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.</li> </ul>
	<b>Children will know...</b>	<p>What the seven continents of the world are.</p> <p>The names of the five oceans. About (at least) two continents in focus.</p> <p>Where the continents are located on a map.</p> <p>Where the oceans are located on a map.</p> <p>What a simple feature is on a map.</p> <p>That a symbol means something on a map and know why a map needs a key.</p> <p>What the difference between human and physical features are.</p>		

		<p>How to identify a human and physical feature.</p> <p>How Barton has changed over time.</p> <p>How our local area compares to other areas in Preston.</p> <p>What the lives of the children in this area are like.</p> <p>To use the language of North, South, East and West when completing fieldwork.</p> <p>To use simple compass directions when studying the school grounds and surrounding landmarks.</p> <p>The locational and directional language to describe routes and features to another person.</p> <p>What recycling is.</p> <p>How recycling can help our environment.</p> <p>That they can recycle at home and at school.</p> <p>The materials that can be recycled. How to use maps to find our local recycling points.</p>		
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
Year 3	<ul style="list-style-type: none"> <li>► Can indicate tropical, temperate and polar climate zones on a globe or map.</li> <li>► Know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made.</li> <li>► 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.</li> <li>► Can identify on a globe or map the position of the Prime/Greenwich Meridian.</li> <li>► Can describe the significance of latitude and longitude. "</li> <li>► "End of Year 3, expected:</li> <li>► Can locate and describe some human and</li> <li>► physical characteristics of the UK (e.g. use a copy of a</li> </ul>	<ul style="list-style-type: none"> <li>► Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone).</li> <li>►</li> </ul>	<ul style="list-style-type: none"> <li>► Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</li> <li>► Can describe how physical processes can cause hazards to people.</li> <li>► Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change).</li> <li>► Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts).</li> <li>► Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding).</li> <li>► Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city.</li> </ul>	<ul style="list-style-type: none"> <li>► Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics)</li> <li>► Can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them.</li> <li>► Can use most of the vocabulary introduced in the unit when talking about their map.</li> <li>► 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).</li> <li>► 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).</li> <li>► Can use directional language and grid references when talking about locations.</li> <li>► Can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.</li> </ul>

	<p>map of the British Isles and locate and label the main British seaside locations they have visited).</p> <ul style="list-style-type: none"> <li>► 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. <ul style="list-style-type: none"> <li>► seaside/coastal places they have visited)."</li> </ul> </li> <li>► Can identify the position of the <ul style="list-style-type: none"> <li>► Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles).</li> </ul> </li> <li>► Can talk about time zones and day and night.</li> </ul>		<ul style="list-style-type: none"> <li>► 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.</li> </ul>	
	<b>Children will know...</b>	<p>How to use a map to locate different counties.</p> <p>How to use atlases and digital maps to identify and locate different counties. What and where places are when looking at counties of the UK. What a city is and where they can be found in the UK.</p> <p>How to look at photos and aerial views of the cities of the UK and ask questions.</p> <p>How to identify the features of Barton on a map (OS symbols). How to answers questions of how/why/where and what when looking at the features of Barton. That the use of land in Barton has changed over time.</p> <p>They can use their observations of human and physical features of the local area when creating maps.</p> <p>That there are situations in the local area that they might not like and express their views.</p> <p>How to identify and describe volcanoes on a map.</p> <p>What a volcano is and how they erupt. What an earthquake is and the process of an earthquake. Explore where earthquakes have happened and the impact on that place.</p>		
	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical skills and fieldwork</b>
	<ul style="list-style-type: none"> <li>► Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and</li> </ul>	<ul style="list-style-type: none"> <li>► Can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city.</li> </ul>	<ul style="list-style-type: none"> <li>► Can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change.</li> </ul>	<ul style="list-style-type: none"> <li>► Can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America.</li> <li>► Can use a map to locate some states of the USA (e.g. use an atlas to locate places</li> </ul>

## Year 4

hemisphere (e.g. Italy, Ecuador).

► Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route).

► Can use a map to locate some states of the USA (e.g. California).

► Can use a map or atlas to locate some countries and cities in Europe or North and South America. "

► Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers.

► Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. "

► Can describe and compare the physical and human characteristics of some regions in North or South America.

► 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 use an atlas to locate volcanoes and locations of earthquakes and

► Can describe the characteristics of settlements with different functions.

► Can describe and compare the physical and human characteristics of some regions in North or South America.

► Offer explanations for the similarities and differences between some regions in North or South America.

► Can describe how the human and physical characteristics are connected for one or two regions in North or South America (e.g. using photos, information sheets and Google Earth, record information about several cities in North America and South America and their surrounding areas, select two cities and their surrounding areas to compare, drawing out human and physical characteristics, differences and similarities).

► Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.

► Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.

► Can give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes, etc.

► Can describe some advantages and disadvantages of living in hazard-prone areas (eg dangers of rivers and mountains).

► Can use simple geographical vocabulary to describe significant physical features and talk about how they change. 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).

► Can describe the characteristics of (North American) settlements with different functions.

► Can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar). "

and be able to describe the location of the place using a nested hierarchy).

► Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route).

► Can use the zoom function of a digital map to locate places (e.g. using Google Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map).

► Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).

► Can give direction instructions up to eight compass points.

► Can make a map of a route with features in the correct order and in the correct places.

► In a group, can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes).

	describe the position of the Pacific Ocean, mountain chains, etc."			
	<b>Children will know...</b>	<p>What types of waste are recycled in different places.</p> <p>What landfill is and where rubbish ends up.</p> <p>How the amount of litter could be reduced.</p> <p>Think of different everyday items we use that are made from plastic and where do these go once we have used them.</p> <p>How plastic can be dangerous to marine life.</p> <p>What a river is.</p> <p>How a river is different from other bodies of water-e.g. streams, canals, reservoirs, lakes etc.</p> <p>Where the water comes from and where it goes (water cycle).</p> <p>Where the key rivers are in the world, in the UK, and locally.</p> <p>How to locate rivers and other bodies of water on a map.</p> <p>How to use a wide range of maps (including digital), atlases and globes to locate features studied.</p> <p>How to use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.</p> <p>They will know maps have more than one scale.</p> <p>They will recognise that larger scale maps cover less area.</p> <p>They will be able to make and use simple route maps.</p> <p>How to recognise some features on maps and begin to explain what they show.</p> <p>How to label maps with titles to show their purpose.</p>		
	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical skills and fieldwork</b>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>▶ Can describe key physical and human characteristics and environmental regions of Europe.</li> <li>▶ Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</li> <li>▶ Can describe how a (local) region has changed and how it is different from another region of the UK.</li> <li>▶ Can give information about a region of Europe and its physical environment, climate and economic activity.</li> <li>▶ Know that human activity is influenced by climate and weather and can give examples.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can describe and understand a range of key physical processes and the resulting landscape features.</li> <li>▶ Can describe how a mountain region was formed.</li> <li>▶ Can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</li> <li>▶ Can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.</li> <li>▶ Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Alps).</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can locate and describe several physical environments in the UK.</li> <li>▶ Can locate the UK's major urban areas.</li> <li>▶ Can use maps to locate the Alps and identify the physical features of the region.</li> <li>▶ Can use base maps to create their own maps of the Alpine region.</li> <li>▶ Can use maps to locate places and countries that locally available products come from.</li> <li>▶ Can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions).</li> <li>▶ Can use fieldwork to investigate key questions and begin to answer them.</li> <li>▶ Can use fieldwork to observe and describe local human and physical</li> </ul>

		<ul style="list-style-type: none"> <li>▶ Can describe hazards from physical environments and their management, such as avalanches in mountain regions.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).</li> <li>▶ Can describe key physical and human characteristics and environmental regions of Europe.</li> <li>▶ Can describe how food production is influenced by climate.</li> <li>▶ Know that products we use are imported as well as locally produced.</li> <li>▶ Can name our energy sources and natural resources.</li> <li>▶</li> </ul>	<p>features and compare them with those in the Alps.</p> <ul style="list-style-type: none"> <li>▶ Can record/list products available locally and say whether they are produced locally and/or imported.</li> </ul>
	<b>Children will know...</b>	<p>That there are 6 different climate zones across the globe and that the climate of each country, continent and zone impacts the temperature, weather, vegetation belts, seasons, and biomes.</p> <p>That food comes from various and diverse places and those different foods require different climates and soils to grow (the food is grown, harvested, and transported by humans).</p> <p>The different types of food we eat in our area and where it comes from (where it is grown, where it is produced and which country it is from).</p> <p>That different people eat different foods.</p> <p>That food is either natural or manmade (processed) and which food is reared or grown (some food is made up of other foodstuffs).</p> <p>How our food gets to us, how it is transported, and how it stays fresh.</p> <p>What they want to find out about the Amazon rainforest and what they already know.</p> <p>Where in the world the Amazon basin is and the countries it is in.</p> <p>What the physical Geography is like (climate, biomes, vegetation belts, rivers and soils).</p> <p>What the human Geography is like (farming, transport links, natural resources, environmental impact, extractive industries and settlement size and character).</p> <p>How the rainforest in the Amazon basin is changing and why it is changing.</p> <p>What has happened/is happening to cause these changes and the effects that these changes have had/are having (positive/negative).</p> <p>How this region of South America compares and contrasts with regions studied previously (e.g. in the UK/Australia, Y2).</p>		
	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical skills and fieldwork</b>
	<ul style="list-style-type: none"> <li>▶ Can locate cities, countries and regions of South America on physical and political maps.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can locate Brazil and the Amazon Basin and River and describe features studied.</li> </ul>

## Year 6

<ul style="list-style-type: none"> <li>► Can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin).</li> <li>► Can identify and locate a national or international environmental issue and explain why it is an issue</li> <li>► Can name and locate types of industry in the area and give reasons why they have changed over time.</li> <li>► Can describe and give reasons for local land use and suggest how this might change in the future.</li> <li>► Can describe the location of South America and Amazon Basin, the UK, latitude, hemisphere, etc.</li> </ul>	<ul style="list-style-type: none"> <li>► Can illustrate how human activity is influenced by climate and weather.</li> <li>► Can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).</li> </ul>	<ul style="list-style-type: none"> <li>► Can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest).</li> <li>► Can compare the Amazon and Alpine regions, identifying similarities and differences.</li> <li>► Can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</li> <li>► Can describe key aspects of human geography including economic activity (e.g. the distribution of natural resources including timber).</li> <li>► Can identify and justify deforestation as an environmental issue.</li> <li>► Can describe where our energy and natural resources come from.</li> <li>► Can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).</li> </ul>	<ul style="list-style-type: none"> <li>► Can use a range of resources to locate national and global environmental issues.</li> <li>► Can use digital maps to investigate and describe features of an area.</li> <li>► Can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols).</li> <li>► Can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues.</li> <li>► Can make sketch maps of the local area using symbols, a key and a scale.</li> <li>► Can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key.</li> <li>► Can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.</li> </ul>
--	---	---	--

### Children will know...

Key physical and human features of Africa and how to recognise them.  
 About the key features of a region/country of Africa.  
 Appropriate geographical language to describe features.  
 The interdependence of physical and human geography.  
 About issues linking to climate change. Identify the polar regions on a range of maps/globes/sources  
 Identify countries within the arctic circle.  
 How people and animals adapt to living in difficult places.  
 Know why we should care about the environment.  
 Know how the individual choices we make can make a difference.  
 The steps we can take in our local area and how they can impact climate change.