

Skill		EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location & Place Knowledge	NC	<p>Three to four Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Reception Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live in.</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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</p>		<p>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 characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>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) 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</p>			
	Skills	<p>Three to four Children to talk about holidays they have been on</p> <p>Reception Teach children about places in the world that contrast with locations they know well - use video clips, images to bring the wider world into the classroom. Children to understand contrasting environments within their local and national region.</p>	<p>Understand how some places are linked to other places e.g. roads, trains Observe and describe the human and physical geography of a small, local area of the United Kingdom. Name, describe and compare familiar places Link their homes with other places in their local community Know about some present changes that are happening in the local environment e.g. at school Suggest ideas for improving the school environment</p>	<p>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 non-European country understand</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country. Know about the wider context of places – region, country Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Understand why there are similarities and differences between places Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Compare a region in UK with a region in South America with significant differences and similarities. Develop an awareness of how places relate to each other Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>

Human and Physical Geography	Knowledge		Find where they live on a map of the UK Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Name, locate and identify characteristics of the seas surrounding the United Kingdom Name and locate the main cities of England, Wales, Scotland and Ireland	Name the 7 continents of the world and find them in an atlas Name the world's 5 oceans and find them in an atlas Locate hot and cold areas of the world on a map Locate the equator and North and South Poles and explain how the weather affects these areas	Identify where countries are within the UK and the key topographical features Name up to six cities, main rivers, mountains, ports, national parks in the UK and locate them on a map Locate and name some of the main islands that surround the UK Locate the main places in the north east of England Locate and name the main countries in South America on a world map and atlas Name and locate many of the world's major rivers on maps Locate the world's major trade links on a map	Locate the countries of Europe Name and locate the capital cities of neighbouring European countries Locate and name some of the world's most famous volcanoes Name and locate many of the world's most famous mountain regions on maps	Locate and explain the significance of Arctic and Antarctic Circles to a range of countries across the world. Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries across the world. Locate the world's major biomes on a map Name and locate the main countries of Africa Name and locate the main countries of Asia	Locate the countries of North and South America Locate the USA and Canada on a world map and atlas. Name and locate the oceans, seas and islands around the world Name and locate the main countries of the middle east Locate the world's major natural resources on a map
	NC	Reception Understand the effects of changing seasons on the natural world around them	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 and the North and South Poles 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: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.			
Skills	Reception Children to note and record the weather and discuss about changing seasons. Children to incorporate their understanding of the seasons and weather in their play	Identify human and physical features of location studied. Describe features of a location Understand what the weather is like in our country. Understand the different seasons in a year.	Use maps and globes to identify location of hot and cold places in relation to the equator. Describe features of a location Identify seasonal and daily weather patterns in the United Kingdom	Compare human and physical features Describe features by location, landscape, settlement, industry, transport, landmarks, human and physical features Identify physical and human features of the locality	Compare human and physical features Describe features by location, landscape, settlement, industry, transport, landmarks, human	Consider counties climates in relation to hemisphere Compare human and physical features Describe features by location, landscape, settlement,	Compare human and physical features Describe features by location, landscape, settlement, industry, transport, landmarks, human	

			Understand the dangers of weather To explain the effects humans are having on environments.	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 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop the effects they have.	Describe human features of the UK regions, cities and/or counties Explore weather patterns around parts of the world Understand the effect of landscape features on the development of a locality Describe and understand key aspects of physical geography Describe and understand key aspects of human geography	and physical features Explain about weather conditions/patterns around the UK and parts of Europe Understand the effect of landscape features on the development of a locality Describe how people have been affected by changes in the environment Describe and understand key aspects of physical geography, Describe and understand key aspects of human geography	industry, transport, landmarks, human and physical features Understand how humans affect the environment over time Know about changes to the world environments over time Understand why people seek to manage and sustain their environment Describe and understand key aspects of physical geography, Describe and understand key aspects of human geography	and physical features Explain about natural resources e.g. water in the locality Describe and understand key aspects of physical geography, Describe and understand key aspects of human geography
	Knowledge	Identify and describe features of a town. Identify seasonal and daily weather patterns in the UK.	Identify and describe features of a state and region. Identify and describe features of a capital city, city and village	Identify and describe the major trade links of the UK Identify and describe features of a river. Explain how erosion and deposition works in rivers Describe the ways rivers are used. Explain how water and weather can change the landscape Explain the impact of damming rivers Describe the water cycle	Identify and describe features of a volcano Explain how volcanoes affect people's lives. Identify and describe features of a mountain Identify and describe features of an earthquake Explain what causes earthquakes and how they can be measured. Identify and describe features of a mountain biome Identify and describe features of	Understand terms such as northern and southern hemisphere and climate zones. Identify and describe features of a polar/ice sheet biome Identify and describe features of a tundra biome Identify and describe the major biomes of the world Identify and describe the water/land ratio of the world.	Identify and describe features of a national park Identify and describe the features of an aquatic-marine biome. Identify and describe the features of a tidal wave/tsunami Explain what causes tsunamis and how they are measured. Identify and describe the features of a desert biome Identify natural resources	

						a freshwater biome Compare land use in different settlements Explain why settlements, develop in certain locations	Identify and describe the major climate zones of the world Identify and describe the major trade links of the world.	and economic activity around the world Identify and describe features of a temperate forest biome
Geographical Skill	NC	Birth to 3 Explore and respond to different natural phenomena in their setting and on trips. Reception Explore the natural world around them.	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.		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.			
	Enquiry and Investigation	Birth to 3 Encourage children to explore the natural world Reception Provide children with frequent opportunities for outdoor play and exploration. After close observation draw pictures of the natural world e.g. plants, animals	Use resources provided and their own observations to respond to questions about places. Use maps, pictures and stories to find out about different places Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above Use photographs to recognise landmarks and basic human and physical features.	Explain simple patterns and offer an explanation (e.g. count traffic and offer and explanation as to why the flow changes at different times) Select information from resources provided. Use this information and their own observations to ask and respond to questions about places. Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features.	Locate appropriate information, needed for a task, from a source material Use skills and sources of evidence to respond to a range of geographical questions. Offer reasons for some of their observations and judgements about places. Offer explanations for the location for some human and physical features in different localities.	Suggest where in the world an aerial photo or satellite image shows, explaining reasons for their suggestions. Use skills and sources of evidence to respond to a range of geographical questions. Offer reasons for some of their observations and judgements about places. Offer explanations for the location for some human and physical features in different localities.	Draw on their knowledge and understanding to suggest suitable geographical questions for study. Use a range of geographical skills and evidence to investigate places and themes.	Identify relevant geographical questions. Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes. They reach plausible conclusions and present their findings both graphically and in writing.

	Fieldwork		Use simple field sketches Keep a weather chart and answer questions about the weather Collect data during fieldwork such as the number of trees/houses Use simple fieldwork and observational skills to study the geography of their school and its grounds	Use simple field sketches and diagrams Collect and organise simple data from first- and secondhand sources including fieldwork	Draw and use more detailed field sketches and diagrams, using symbols for a key Observe, measure and record the human features in the local area responding to a range of geographical questions	Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)	Field sketches show understanding of pattern, movement and change Draw in scale – accuracy of scale	Field sketches show understanding of pattern, movement and change Use maps, aerial photos, plans and web resources to describe what a locality might be like
Mapwork	NC	Reception Draw information from a simple map.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-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.			
	Skills	Reception Familiarise children with the name of the road/village/town the school is located on Look at aerial views of the school encouraging children to comment on what they notice, recognise buildings, roads, simple features.	Make simple maps and plans Explore maps of the local area Draw a simple picture map (could be from a story) and label particular features Use maps, atlases and globes to identify their locality and other key features e.g. land/sea/capital cities.	Compare two settlements using globes, maps, plans (at a range of scales) Use contents/index to locate a country and draw information from a map Use simple compass directions and locational/directional language to describe features when using maps Draw simple maps or plans using symbols for a key.	Draw maps more accurately plan view (from above) and use a key accurately Use maps and atlases appropriately by using contents and indexes Use some basic OS map symbols Understand and use 4 and 6 figure grid references Use eight points of a compass to describe the location of a country or geographical feature.	Draw an accurate map – develop more complex key Use contents/index to locate position of location including page/coordinates Draw sketch maps and plans using standardised symbols and key Locate and name geographical features on an Ordnance Survey map.	Locates information/ place with speed and accuracy Use key to make deductions about landscape/ industry/ features etc.	Locate information/ place with speed and accuracy Use key to make deductions about landscape/ industry/ features etc. Use OS maps to answer questions Recognise key symbols used on ordnance survey maps Use eight points on a compass Describe sixteen-point compass.

			Find where they live on a map of the UK. Locate the four countries of the United Kingdom on a map Name and locate the main cities of England, Wales, Scotland and Ireland	Name the continents of the world and find them in an atlas Name the world's oceans and find them in an atlas Locate the main places in the north east of England Locate hot and cold areas of the world on a map Locate the equator and North and South Poles and explain how the weather affects these areas.	Name up to six cities, main rivers, mountains, ports, national parks in the UK and locate them on a map Locate and name some of the main islands that surround the UK Plot a route on a map or a globe, from one place to another, identifying countries or significant landmarks that are passed. Name and locate many of the world's major rivers on maps	Locate the countries of Europe Name and locate the capital cities of neighbouring European countries Locate and name some of the world's most famous volcanoes Name and locate many of the world's most famous mountain regions on maps Name and locate the main countries of Africa Name and locate the main countries of Asia	Locate and explain the significance of Arctic and Antarctic Circles to a range of countries across the world. Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries Locate the world's major trade links on a map across the world.	Locate the countries of North America Locate the USA and Canada on a world map and atlas Locate and name the main countries in South America on a world map and atlas. Name and locate the oceans, seas and islands around the world Locate the world's major biomes on a map Locate the world's major natural resources on a map
	Knowledge							
Geographical Terminology	Map, country	Map, globe, symbol, world, continent, grassland, ocean, sea, country, hill, forest, mountain, beach, cliff, coast, river, soil, valley, vegetation, season, rainforest, park, rock pool, lighthouse, market place, village, town, city, capital, landmark, desert, commonwealth, weather, identify, locate, compass, region, state, position, clock, harbour, port, feature, direction, near, far, aerial, distance, region, position, compass, environment, North, South, East, West			Human, physical, environmental, land use, climate, latitude, longitude, northern hemisphere, southern hemisphere, Artic, Antarctica, national park, climate zones, biomes, natural resources, impact, island, meridian, earthquake, tsunami, economic, energy, sustainable, sustainability, interdependence, fieldwork, grid reference, context, migration, distribution, human processes, carbon footprint, indigenous, resources, scale, significance, time zone, temperate, Tropic of Cancer, Tropic of Capricorn, industry, trade, tourism, variation, vegetation belt, vapour, depression, trade, flood, freshwater, erosion, hamlet, altitude, bay channel, tundra, crater, confluence, canopy, common, condensation, drought, eruption, estuary, natural remote, route, volcano, earthquake, tectonic plate, sustainability, confluence, tributary, headland, urban and rural, meander, flood plain			
Impact (What does a geographer at Dean Bank look like?)	Year R A Reception geographer at Dean Bank will know similarities and differences in relation to places. They will talk about the features of their immediate environment and how environments might vary from one another.	Year 1 A Year 1 geographer at Dean Bank will be able to have a comprehensive understanding of their locality and immediate environment and discuss the features. They can name the UK countries and some famous landmark within the UK. They use observational	Year 2 A Year 2 geographer at Dean Bank will be able to name the seven continents and the four countries of the UK. They will be able to compare how the UK is the same or different to another country. They will be able to discuss the human and physical features found in a particular region. They	Year 3 A Year 3 geographer at Dean Bank will have a comprehensive understanding of counties, specifically county Durham. They will know how a river changes from source to sea because of geographical processes. They can carry out fieldwork through the use of	Year 4 A Year 4 geographer at Dean Bank will know where Europe is and be able to name a number of its countries and significant physical features such as oceans, seas, rivers, and mountain regions. They will be able to use an atlas to locate continents, countries and the	Year 5 A Year 5 geographer at Dean Bank will be aware They will be able to explain how the physical features of a country impact on land use and industry. They will be able to comment on humans on the environment. They will be able to use four and six figure	Year 6 A Year 6 geographer at Dean Bank will be able to use a wide vocabulary of geographical terms to explain understanding of countries around the world, making comparisons of many features including climate, population and lifestyles. They will be aware of the	

		skills to draw a simple map, identifying the human and physical features. They can talk about the different types of weather.	will be discuss the different climate zones. They will understand how globes and maps represent the world and create their own.	maps and four figured grid references.	physical features with confidence. They will have knowledge of tectonic plates and how these are pivotal to the creation of volcanoes and earthquakes.	grid references to explore and use maps. They will be able to discuss the Earths processes and the effect this has on the planet.	cities/ states and varied human/ physical features across the USA whilst being able to compare them with the UK.
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