

| Au 1 | Spr 2 | Sum 2 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Geography | Geography | Geography |
| Nursery Component Knowledge and skills: | Nursery Component Knowledge and skills: | Nursery Component Knowledge and skills: |
| Locational Knowledge and place knowledge Introduction to new areas in the school, our environment: playground and castle; studio; hall; library; classroom. | Can we get to school by bus, car, plane, boat, bike, walking? How do the children get to school? Familiar routes. Route around the playground - through the doors, across the playground, past the slide, under the trees, between the teepees | Locating places in school, where people perform their jobs. Looking at jobs around the school. What do all the adults do e.g. cook, site manager, headteacher, admin assistant. |
| Human & Physical Knowledge Autumn changing of season. Looking at our environment e.g. change to the colour of the leaves on the trees, Leaves falling down | Change from Winter to Spring. Plants and animals are waking up from their winter sleep. The weather is beginning to warm up. Trees and plants are starting to bud. Bears and hedgehogs are waking up. | Changes from Spring to Summer. Environmental changes the trees are covered in leaves the weather is warmer. |
| Reception Component Knowledge and skills: | Reception Component Knowledge and skills: | Reception Component Knowledge and skills: |
| Locational Knowledge Children will make their own maps based on the local area and think about what they can see on their journey to school. | Environment: Children build on their understanding of their local environment and know this is within the country of England. | Children will understand that Africa and America are a long way away, and you have to travel by boat or plane to get there. Teachers use EYFS atlas to locate |
| Place Knowledge Our Environment- Children walk around the school building to see our school environment. Children look at the local community, Beswick, and what landmarks we have around the school such as the Etihad Stadium! | Landscapes: Children explore story settings with a focus on <i>landscapes</i> and make comparisons between their local landscape (Manchester city centre) the landscape seen in a 'Hat for Mr Mountain' and 'Handa's surprise'. | Looking at pictures of arable/ pastoral/ mixed farms. Explore why we have farms and what crops and vegetables they produce such as potatoes, carrots, rapeseed. Explore farms in other continents such as Africa and the America's; where does our food come from? |

| | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>Look at the different ways our food is transported. Looking at different food groups from around the world. The children will taste these different foods and talk about why that food grows there.</p> <p>Compare the climate to their local area. Discuss why Bananas do not grow in Manchester. What do they need to grow?</p> |
| Human & Physical Knowledge | | <p>Look at the changes along the coastline link to rising oceans .</p> <p>Children go on observational walks around the school monitoring litter. They begin to understand the impact of litter/pollution on the planet.</p> |
| Yr 1 Component Knowledge and skills: | Yr 1 Component Knowledge and skills: | Yr1 Component Knowledge and skills: |
| <p>Locational Knowledge Knows 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).</p> <p>Describes 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 largescale map using compass directions and locational language prompted by their journey stick).</p> | <p>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 and oceans relative to the Equator and Poles. Understand that they live in the UK and it is an island; identify the UK and its surrounding seas.</p> <p>Use a world map, atlas or globe to recognise and name 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 and the surrounding seas.</p> | <p>Use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>.</p> <p>Use a wall map or atlas to locate and identify countries taught in the unit.</p> |
| <p>Place Knowledge Recognises a natural environment and describes it using key vocabulary.</p> | <p>Compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities.</p> | <p>Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</p> |

| | | |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knows the local area and its physical and human geography. | <p>Describe in some detail the local area and distant locations' features using images to support answers. Can name the nations and capitals of the UK, and locate some major cities, oceans and continents on a UK and world map. Create representations (drawings/sculptures) of these locations.</p> <p>Use appropriate vocabulary in relation to the human and physical features of local and distant locations. Geographical Understanding: Identify daily (and sometimes seasonal) weather patterns in the areas studied in the UK and hot, cold, dry areas of the world in relation to the Equator and Poles.</p> <p>Know that people do jobs and that where they live (e.g. coastline) might affect this.</p> | <p>Describe the physical and human geography of a distant place</p> <p>Recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit.</p> <p>Have some sense of what the animals eat and the dangers (human or physical dangers) the animals might encounter.</p> <p>Ask questions about key locations and animals studied.</p> |
| Human & Physical Knowledge | 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. Make comparisons when prompted with the weather in your area. Show limited awareness of weather differences. | Identify seasonal weather patterns. |
| Yr 2 Component knowledge and skills | Yr 2 Component knowledge and skills | Yr 2 Component knowledge and skills |
| Locational Knowledge | Use an atlas to name and locate on a map the four countries and capital cities of the UK. | <p>Identify and name the continents and five oceans.</p> <p>Use atlas, map or globe to locate some wonders learnt about during the topic.</p> |
| Place Knowledge | Describe a local natural environment (animals and plants) and use a range of specific key vocabulary. | <p>Communicate something about the continents.</p> <p>Identify and name most of the wonders covered in topic.</p> |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| | <p>Describe and explain that everyday food products (animals and plants) have been changed (processed) before they are packed/bought.</p> <p>Talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary.</p> <p>Use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.</p> | Give an opinion about a local wonder. |
| <p>Human & Physical Knowledge Know the four seasons and the correct order; can identify seasonal and daily weather patterns in the UK.</p> <p>Can use and understand basic weather symbols, and can identify multiple weather types. Demonstrates locational awareness and can name their local area that they live in the UK and can name the capitals of the UK; knows that weather can be different in different parts of the UK.</p> <p>Demonstrate understanding basic, subject-specific vocabulary relating to physical geography (weather). Can write sentences about different weather types using subject-specific vocabulary.</p> <p>Use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.</p> <p>Start to give reasons why the UK has the weather it does (e.g. wind).</p> | | |
| <p>Yr 3 Component knowledge and skills</p> | <p>Yr 3 Component knowledge and skills</p> | <p>Yr 3 Component knowledge and skills</p> |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Locational Knowledge Identifies the position of the Prime/Greenwich Meridian, and understands the significance of latitude and longitude (e.g. understands how climate varies with latitude and in relation to equator, Tropics and Poles).</p> <p>Can indicate tropical (India), temperate (UK) and polar climate zones (Arctic and Antarctic) on a globe or map,</p> <p>Uses 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).</p> | <p>Know about the continents and countries of the world and the 'countries' and 'continents' on their world map.</p> <p>Talk about the Poles, Equator and lines of latitude and longitude, has marked them appropriately on their own map and can distinguish between them. The child can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.</p> <p>Talk about the globe they started with and how they made it into a map, the challenges they faced and how they overcame them. They can talk about time zones and day and night.</p> <p>Use most of the vocabulary introduced in the unit when talking about their map.</p> | <p>Locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited).</p> <p>Use an atlas to locate the UK and locate some major urban areas; locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p> |
| <p>Place Knowledge Describes some advantages and disadvantages of living in hazard-prone areas (e.g. understands the dangers of floods, drought and climate change). Describes the characteristics of these zones using appropriate vocabulary (e.g. prepares a report, using maps and photographs, about an animal or people they have chosen, which should contain details of the animal or people (inuits), where they live in terms of climate and biome, and what they eat).</p> | | <p>Identify and sequence a range of seaside/coastal settlement sizes from a village to a city. Describe the characteristics of settlements with different functions, e.g. features, settlements and activities associated with coastal towns, tourism/ports/docks. Understand how physical processes can cause hazards to people. Describe some advantages and disadvantages of living in hazard-prone areas (e.g. dangers of the sea – tides, cliff falls, erosion, flooding).</p> |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Human & Physical Knowledge</p> <p>Understands how physical processes can cause hazards to people.</p> | | <p>Use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. features of coasts).</p> |
| <p>Yr 4</p> <p>Component knowledge and skills</p> | <p>Yr 4</p> <p>Component knowledge and skills</p> | <p>Yr 4</p> <p>Component knowledge and skills</p> |
| <p>Locational Knowledge</p> <p>Locate countries and cities in North and South America on a map or atlas.</p> <p>Relate continent, country, state, city. Identify states in North America using a map.</p> <p>Make a map of a route with features in the correct order and in the correct places.</p> <p>Use the zoom function of a digital map to locate places.</p> | <p>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.</p> <p>Use the zoom function of a digital map to locate places e.g. global rivers and mountain ranges.</p> | <p>Locate some countries in Europe and South America on a map or atlas (e.g. Italy, Ecuador).</p> <p>Use a map or atlas to locate some countries and cities in Europe or North and South America.</p> <p>Use a map to locate some states of the USA (e.g. California).</p> <p>Use an atlas to locate volcanoes and locations of earthquakes.</p> |
| <p>Place knowledge</p> <p>identify and sequence a range of settlement sizes from a village to a city.</p> <p>Describe the characteristics of settlements with different functions.</p> | <p>Understand how physical processes can cause hazards to people, e.g. flooding.</p> <p>Describe some advantages and disadvantages of living in hazard-prone areas.</p> | |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p> <p>Offer explanations for the similarities and differences between some regions in North or South America.</p> <p>Describe and compare the physical and human characteristics of some regions in North or South America.</p> <p>Understand how the human and physical characteristics are connected for more than one region in North or South America.</p> | | |
| <p>Human & Physical knowledge</p> | <p>Use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change.</p> <p>Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p> | <p>Use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>Describe a volcano, volcanic eruption and an earthquake.</p> |
| <p>Yr 5</p> <p>Component knowledge and skills</p> | <p>Yr 5</p> <p>Component knowledge and skills</p> | <p>Yr 5</p> <p>Component knowledge and skills</p> |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Locational Knowledge</p> <p>Locates several physical environments in the UK, e.g. coastal and mountain environments,</p> <p>Can locate the UK's major urban areas,</p> | <p>Locating some major cities of the countries studied.</p> <p>Locating some key physical features in countries studied on a map including significant environmental regions.</p> <p>Locating some key human features in countries studied.</p> <p>Locating the world's most significant mountain ranges on a world map and identifying any patterns.</p> | <p>Locating more countries in Europe and North and South America using maps.</p> <p>Locating many counties in the UK. Locating many cities in the UK.</p> <p>Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.</p> <p>Using longitude and latitude when referencing location in an atlas or on a globe.</p> <p>To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</p> |
| <p>Place Knowledge</p> <p>Describes several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</p> <p>Knows some of the distinct characteristics of the UK's major urban areas and how some of these have changed over time.</p> <p>Understands how a region has changed and how it is different from another region of the UK.</p> | <p>Describe key physical and human characteristics and environmental regions of Europe.</p> <p>Know information about a region of Europe and its physical environment and climate, and economic activity</p> <p>Understand how human activity is influenced by climate and weather.</p> <p>Understand hazards from physical environments and their management, such as avalanches in mountain regions.</p> | <p>Describe what the climate of a region is like and how plants and animals are adapted to it.</p> <p>Understand how food production is influenced by climate.</p> <p>Understand that products we use are imported as well as locally produced.</p> |
| <p>Human & Physical Knowledge</p> | <p>Describe and understand a range of key physical processes and the resulting landscape features.</p> <p>Understand how a mountain region was formed.</p> | <p>Understand where our energy and natural resources come from.</p> <p>Understand that our shopping choices have an effect on the lives of others.</p> |

| | Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Yr 6 Component knowledge and skills | Yr 6 Component knowledge and skills | Yr 6 Component knowledge and skills |
| <p>Locational Knowledge Locates cities, countries and regions of South America on physical and political maps.</p> <p>Describes key physical and human characteristics and environmental regions of South America.</p> <p>. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.</p> <p>To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland).*</p> | <p>Identifying location of major natural resources Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.</p> <p>Using longitude and latitude when referencing location in an atlas or on a globe. To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</p> | <p>Make sketch maps of areas using symbols, a key and a scale.</p> <p>Use digital maps to investigate features of an area.</p> <p>Locating many counties in the UK. Locating many cities in the UK.</p> <p>Confidently locating the twelve geographical regions of the UK.</p> <p>Identifying key physical and human characteristics of the geographical regions in the UK.</p> <p>Understanding how land-use has changed over time using examples.</p> <p>Explaining why a locality has changed over time, giving examples of both physical and human features. To know the name of many counties in the UK.</p> <p>To know the name of many cities in the UK.</p> <p>To confidently name the twelve geographical regions of the UK.</p> <p>To know that London and the South East regions have the largest population in the UK.</p> |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Place Knowledge Describes what the climate of a region is like and how plants and animals are adapted to it. Knows and understands what life is like in cities and in villages and in a range of settlement sizes. Understands how human activity is influenced by climate and weather. | Understand how human activity is influenced by climate and weather. | Explain how the types of industry in the area have changed over time. Understand how human activity is influenced by climate and weather. |
| Human & Physical Knowledge Understands how climate and vegetation are connected in biomes, e.g. the tropical rainforest. Describes what the climate of a region is like and how plants and animals are adapted to it. Explains some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. Explains several threats to wildlife/habitats. | Understand where our energy and natural resources come from, and the impacts of their use. Explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. Understand that no one type of energy production will provide all our energy needs. Explain several threats to wildlife/habitats. | |

Progression of knowledge

Geographical skills and fieldwork

| Year 1 | Year 2 | National curriculum - end of KS1 Pupils should be able to: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. | Using an atlas to locate the UK. Using a map of the UK to locate the four countries. | 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 |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Using a world map and globe to locate four of the world's seven continents (Europe, North America, South America and Asia)</p> <p>Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.</p> | <p>Beginning to use an atlas to locate the four capital cities of the UK.</p> <p>Using a world map and globe to locate four of the world's seven continents (Europe, North America, South America and Asia) Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.</p> | |
| <p>Using directional language to describe the location of objects in the school and grounds and on a walk to a local area.</p> <p>Using directional language to describe features on a map in relation to other features (real or imaginary).</p> <p>Responding to instructions using directional language to follow routes.</p> <p>Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</p> | <p>Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to describe the route on a map.</p> <p>Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds.</p> <p>Using a map to follow a prepared route.</p> | <p>Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map</p> |
| <p>Recognising local landmarks on aerial photographs.</p> <p>Recognising basic human features on aerial photographs.</p> <p>Recognising basic physical features on aerial photographs.</p> <p>Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</p> <p>Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features.</p> <p>Adding labels to sketch maps.</p> | <p>Recognising landmarks of a city studied on aerial photographs and plan perspectives.</p> <p>Recognising human features on aerial photographs and plan perspectives.</p> <p>Recognising physical features on aerial photographs and plan perspectives.</p> <p>Drawing a map and using class agreed symbols to make a simple key.</p> <p>Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</p> | <p>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</p> |

| | | |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Using simple picture maps and plans to move around the school. | <p>Finding a given OS symbol on a map with support.</p> <p>Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</p> <p>Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</p> | |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| | Year 1 | Year 2 | National curriculum - end of KS1 Pupils should be able to: |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Observe | Use senses to comment on the features/ noises/smells etc they experience in their school and school grounds and on a walk in the local area. | <p>Discussing the features/ smells, sounds etc they observe in the area surrounding their school when on a walk.</p> <p>Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</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. |
| Measure | Asking and answering simple questions about the features of their school, school grounds and adjoining roads. | Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. | |
| Record | Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. | <p>Classifying the features they notice into human and physical with teacher support.</p> <p>Taking digital photographs of geographical features in the locality.</p> | |
| Present | Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. | <p>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</p> <p>Asking and answering simple questions about data.</p> | |

Geographical skills and fieldwork continued

| Lower Key Stage 2 | Upper Key Stage 2 | National curriculum - end of KS2 Pupils should be able to: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <p>Beginning to use maps at more than one scale.</p> <p>Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.</p> <p>Using the scale bar on a map to estimate distances.</p> <p>Finding countries and features of countries in an atlas using contents and index.</p> <p>Zooming in and out of a digital map.</p> | <p>Confidently using and understanding maps at more than one scale.</p> <p>Using atlases, maps, globes and digital mapping to locate countries studied.</p> <p>Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.</p> <p>Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).</p> <p>Using the scale bar on a map to calculate distances.</p> <p>Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.</p> <p>Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p> <p>Beginning to use thematic maps to recognise and describe human and physical features studied.</p> <p>Using models and maps to talk about contours and slopes.</p> <p>Selecting a map for a specific purpose.</p> | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately using 4-figure grid references to locate features on a map in regions studied.</p> <p>Beginning to give instructions using the 8 points of a compass.</p> <p>Using a simple key on their own map to show an example of both physical and human features.</p> <p>Following a route on a map with some accuracy.</p> <p>Saying which directions are N, S, E, W on an OS map.</p> <p>Making and using a simple route on a map.</p> <p>Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.</p> | <p>Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.</p> <p>Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.</p> <p>Confidently giving instructions using the 8 points of a compass.</p> <p>Following a short pre-prepared route on an OS map.</p> <p>Identifying the 8 compass points on an OS map.</p> <p>Planning a journey to another part of the world using six figure grid references and the eight points of a compass.</p> | <p>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</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | Lower Key Stage 2 | Upper Key Stage 2 | National curriculum - end of KS2 Pupils should be able to: |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Observe | <p>Mapping land use in a small local area using sketch maps and plans.</p> <p>Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.</p> <p>Asking and answering one- step and two-step geographical questions.</p> | <p>Making sketch maps of areas studied including labels and keys where necessary.</p> <p>Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</p> | |

| | | | |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Observing, recording, and naming geographical features in their local environments. | | 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. |
| Measure | <p>Using simple sampling techniques appropriately.</p> <p>Making digital audio recordings for a specific purpose.</p> <p>Designing a questionnaire to collect quantitative fieldwork data.</p> | <p>Selecting appropriate methods for data collection.</p> <p>Designing interviews/questionnaires to collect qualitative data.</p> <p>Using standard field sampling techniques appropriately</p> | |
| Record | <p>Taking digital photos and labelling or captioning them.</p> <p>Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</p> <p>Drawing simple maps and plans to scale (e.g 1m = 1 square)</p> <p>Using data loggers to record information (temperature, light, sound)</p> <p>Using a questionnaire/interviews to collect qualitative fieldwork data</p> | <p>Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed.</p> <p>Conducting interviews/questionnaires to collect qualitative data.</p> <p>Interpreting and using real-time/live data.</p> | |
| Present | <p>Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</p> <p>Suggesting different ways that a locality could be changed and improved.</p> <p>Finding answers to geographical questions through data collection.</p> | <p>Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.</p> <p>Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.</p> <p>Evaluating evidence collected and suggesting ways to improve this.</p> | |

| | | | |
|--|------------------------------------------------------------------|---------------------------------------------------------------------------------------|--|
| | Analysing and presenting quantitative data in charts and graphs. | Analysing quantitative data in pie charts, line graphs and graphs with two variables. | |
|--|------------------------------------------------------------------|---------------------------------------------------------------------------------------|--|