

Geography	EYFS
ACQUIRE Asking geographical questions	CONTEXT: place, space, people. In this phase, children explore the world of their immediate environment and experience. KEY QUESTIONS What is this place like? Who lives here? What? Where? Who?
FIELDWORK Primary sources	TRADITIONAL Observation e.g. features of their environment. Similarities and differences between people, between places.
INTERPRETING GEOGRAPHICAL DATA Secondary sources	Describe geographical information (basic similarities and differences) Collected from simple sources e.g. maps, books, photographs.
ARRANGE Geographical information	Construct drawings.
USE Answering geographical questions	Talk about findings.
Develop ENVIRONMENTAL AWARENESS	Appreciate the beauty and importance of the environment and of the need to respect the natural world.

Year 1	T1&T2	T2 &T3
Locational Knowledge	Name, locate and identify: characteristics of the four countries and capital cities of the United Kingdom	and its surrounding seas.
Place Knowledge	London study compare to partner school (Cape Town)	
Human &Physical Geography		Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Identify seasonal and daily weather patterns in the United Kingdom. Maths: measurement
VOCAB	Use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: forest, hill, mountain, soil, valley, vegetation., <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office.	
Geographical	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and	

Field work and enquiry	physical features of its surrounding environment. <input type="checkbox"/> Teacher led enquiries, to ask and respond to simple closed questions.	
Direction/Location	<input type="checkbox"/> Follow directions (Up, down, left/right, forwards/backwards) Investigate their surroundings Maths t, position and direction <input type="checkbox"/> Make observations about where things are e.g. within school or local area.	
Drawing maps	<input type="checkbox"/> Draw picture maps of imaginary places and from stories.	
Representation	<input type="checkbox"/> Use own symbols on imaginary map.	
Using maps	<input type="checkbox"/> Use a simple picture map to move around the school; <input type="checkbox"/> Recognise that it is about a place	
Scale/Distance	Use relative vocabulary (e.g. bigger/smaller,	Use relative vocabulary (e.g. bigger/smaller,
Perspective	Draw around objects to make a plan.	
Map knowledge	Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France	
Style of map	<input type="checkbox"/> Picture maps and globes	<input type="checkbox"/> Picture maps and globes
LOTIC	Draw map from home to school	Weather observations in playground. Set up weather station Orienteering/ find the hidden treasure afternoon.
Geography Skills focus	Tour of school	Maths measurement, position and direction
Summer Term for field trips	Walk around Beswick Maths measurement, position and direction	
Orienteering half day – September and re-visit		

Year 2	T1 &T2	T2 & T3
Locational Knowledge	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents	and five oceans.
Place Knowledge	Local area study – Lyme park	Study of Ghana Coasts
Human &Physical Geography	Use basic geographical vocabulary to refer to: Investigate : <input type="checkbox"/> 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: Investigate cities, towns and villages <input checked="" type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
VOCAB	Use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input checked="" type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	
Geographical Field work	<input type="checkbox"/> Children are encouraged to ask simple geographical questions; Where is it? What's it like?	<input type="checkbox"/> Children are encouraged to ask simple geographical questions; Where is it? What's it like?

<p>and enquiry</p>	<p><input type="checkbox"/> Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places</p> <p><input type="checkbox"/> Children are encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p><input type="checkbox"/> Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places</p> <p>Use</p> <p>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.</p> <p><input type="checkbox"/> Investigate their surroundings</p>	<p><input type="checkbox"/> Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places</p>
<p>Direction/Location</p>		<p><input type="checkbox"/> Follow directions (as yr 1 and inc'. NSEW) Maths measurement, position and direction</p>
<p>Drawing maps</p>		<p><input type="checkbox"/> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p>
<p>Representation</p>		<p><input type="checkbox"/> Begin to understand the need for a key.</p> <p><input type="checkbox"/> Use class agreed symbols to make a simple key.</p>
<p>Using maps</p>		<p><input type="checkbox"/> Follow a route on a map.</p> <p><input type="checkbox"/> Use a plan view.</p>
<p>Scale/Distance</p>	<p><input type="checkbox"/> Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p>	<p><input type="checkbox"/> Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p>
<p>Perspective</p>		<p><input type="checkbox"/> Look down on objects to make a plan view map.</p>
<p>Map knowledge</p>	<p><input type="checkbox"/> Locate and name on UK map major features e.g. London, River Thames, home location, seas.</p>	
<p>Style of map</p>	<p><input type="checkbox"/> Use an infant atlas to locate places.</p>	<p><input type="checkbox"/> Use an infant atlas to locate places.</p> <p><input type="checkbox"/> Find land/sea on globe.</p> <p><input type="checkbox"/> Use teacher drawn base maps.</p> <p><input type="checkbox"/> Use large scale OS maps.</p> <p><input type="checkbox"/> Use an infant atlas</p>
<p>LOTG</p> <p>Geography Skills focus</p> <p>Summer Term for field trips</p> <p>Orienteering half day – September and re-visit</p>	<p>Location</p>	<p>Create pirate map</p> <p>Afternoon orienteering in school grounds.</p> <p>Planning afternoon, using and creating plans around school Maths measurement, position and direction</p>

<p>Year 3</p>	<p>T1 & T2</p>	<p>T2&T3</p>
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Locational Knowledge	Locate and name the continents on a World Map. Locate and name the countries making up the British Isles, with their capital cities. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.	Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.
Place Knowledge		Local area study Bradford PIT Page 4
Human & Physical Geography	Human : Types of settlements in Early Britain linked to History. Why did early people choose to settle there?	Describe and understand key aspects of: Physical geography including brief introduction to Volcanoes and earthquakes linking to Science: rock types.
VOCAB		
Geographical Field work and enquiry	<input type="checkbox"/> Begin to ask geographical questions. <input type="checkbox"/> Use NF books, stories, atlases, pictures/photos and internet as sources of information. <input type="checkbox"/> Begin to ask geographical questions. <input type="checkbox"/> Use NF books, stories, atlases, pictures/photos and internet as sources of information. <input type="checkbox"/> Investigate places and themes at more than one scale <input type="checkbox"/> Begin to collect and record evidence <input type="checkbox"/> Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.	<input type="checkbox"/> Begin to ask geographical questions. <input type="checkbox"/> Use NF books, stories, atlases, pictures/photos and internet as sources of information. Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Maths: statistics
Direction/Location Maths: position & direction	<input type="checkbox"/> Use 4 compass points to follow/give directions:	
Drawing maps	<input type="checkbox"/> Use letter/no. co-ordinates to locate features on a map. <input type="checkbox"/> Try to make a map of a short route experienced, with features in correct order; <input type="checkbox"/> Try to make a simple scale drawing	
Representation	<input type="checkbox"/> Know why a key is needed. <input type="checkbox"/> Use standard symbols.	
Using maps Maths:Scale	<input type="checkbox"/> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	<input type="checkbox"/> Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)
Scale/Distance direction & position	<input type="checkbox"/> Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) ITALY	
Perspective	<input type="checkbox"/> Begin to draw a sketch map from a high view point	
Map knowledge	<input type="checkbox"/> Begin to identify points on maps A,B and C	
Style of map	<input type="checkbox"/> Use large scale OS maps. <input type="checkbox"/> Begin to use map sites on internet. <input type="checkbox"/> Begin to use junior atlases. <input type="checkbox"/> Begin to identify features on aerial/oblique photographs.	<input type="checkbox"/> Use large scale OS maps. <input type="checkbox"/> Begin to use map sites on internet. <input type="checkbox"/> Begin to use junior atlases. <input type="checkbox"/> Begin to identify features on aerial/oblique photographs.
LOTC Geography Skills focus Summer Term for field trips Orienteering half day – September and re-visit	Orienteering, then scale drawing of playground Map of journey to school, or from home to another known place. Maths:direction & position	Local area trips

Year 4	T1 &T2	T2 & T3
Locational Knowledge	Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe. Locate and name the main counties and cities in/around Manchester	On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.
Place Knowledge	Map work skills	Brazil study
Human &Physical Geography		Rivers, waters cycle rainforests
VOCAB		
Geographical Field work and enquiry	<input type="checkbox"/> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs <input type="checkbox"/> Investigate places and themes at more than one scale Collect and record evidence with some aid <input type="checkbox"/> Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps <input type="checkbox"/> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Collect and record evidence with some aid <input type="checkbox"/> Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Maths, measurement, statistics <input type="checkbox"/> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Collect and record evidence with some aid <input type="checkbox"/> Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps
Direction/Location Maths:direction & position	<input type="checkbox"/> Use 4 compass points well: <input type="checkbox"/> Begin to use 8 compass points;	<input type="checkbox"/> Use 4 compass points well: <input type="checkbox"/> Begin to use 8 compass points; <input type="checkbox"/> Use letter/no. co-ordinates to locate features on a map confidently.
Drawing maps		<input type="checkbox"/> Make a map of a short route experienced, with features in correct order; <input type="checkbox"/> Make a simple scale drawing. Maths: multiplicative reasoning
Representation		<input type="checkbox"/> Know why a key is needed. <input type="checkbox"/> Begin to recognise symbols on an OS map.
Using maps	<input type="checkbox"/> Locate places on large scale maps, (e.g. Find UK or India on globe) <input type="checkbox"/> Follow a route on a large scale map <input type="checkbox"/> Locate places on large scale maps, (e.g. Find UK or India on globe) <input type="checkbox"/> Follow a route on a large scale map	
Scale/Distance	<input type="checkbox"/> Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) <input type="checkbox"/> Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	
Perspective		<input type="checkbox"/> Draw a sketch map from a high view point. White Nancy
Map knowledge	<input type="checkbox"/> Begin to identify significant places and environments <input type="checkbox"/> Begin to identify significant places and environments	
Style of map Maths:direction & position, scale	<input type="checkbox"/> Use large and medium scale OS maps. <input type="checkbox"/> Use large and medium scale OS maps.	<input type="checkbox"/> Use large and medium scale OS maps.
LOTC	: Orienteering afternoon Maths:direction & position	Local study to St Phillips Park

Geography Skills focus		Trip to Bollington
Summer Term for field trips		
Orienteering half day – September and re-visit		

Year 5	T1 & T2	T 2&T3
Locational Knowledge	<p>Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p>
Place Knowledge	Saskatchewan study	
Human & Physical Geography	<p>Types of settlements in Viking, Saxon Britain linked to History.</p> <p>Describe and understand key aspects of : ; climate zones, biomes and vegetation belts. Impact on human geog inc trade between UK, Europe and ROW</p>	<p>The River Nile impact on human geography</p> <p>Coastal geomorphology</p>
VOCAB		
Geographical Field work and enquiry	<p><input type="checkbox"/> Begin to suggest questions for investigating</p> <p>Collect and record evidence unaided</p> <p><input type="checkbox"/> Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><input type="checkbox"/> Begin to suggest questions for investigating</p> <p><input type="checkbox"/> Begin to use primary and secondary sources of evidence in their investigations.</p> <p><input type="checkbox"/> Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Maths: statistics Collect and record evidence unaided</p>
Direction/Location Maths: direction & position	<p><input type="checkbox"/> Use 8 compass points;</p> <p><input type="checkbox"/> Begin to use 4 figure coordinates to locate features on a map.</p>	<p><input type="checkbox"/> Use 8 compass points;</p> <p><input type="checkbox"/> Begin to use 4 figure coordinates to locate features on a map.</p>
Drawing maps		<input type="checkbox"/> Begin to draw a variety of thematic maps based on their own data.
Representation	<p><input type="checkbox"/> Draw a sketch map using symbols and a key;</p> <p><input type="checkbox"/> Use/recognise OS map symbols.</p>	<input type="checkbox"/> Use/recognise OS map symbols.
Using maps	<p><input type="checkbox"/> Compare maps with aerial photographs.</p> <p><input type="checkbox"/> Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p><input type="checkbox"/> Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p>	<p><input type="checkbox"/> Compare maps with aerial photographs.</p> <p><input type="checkbox"/> Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p><input type="checkbox"/> Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p>
Scale/Distance	<p><input type="checkbox"/> Find/recognise places on maps of different scales. (E.g. river Nile.)</p>	<p><input type="checkbox"/> Find/recognise places on maps of different scales. (E.g. river Nile.)</p> <p><input type="checkbox"/> Measure straight line distance on a plan.</p>
Perspective		<input type="checkbox"/> Draw a plan view map with some accuracy- local area
Map knowledge	<input type="checkbox"/> Identify significant places and environments	<input type="checkbox"/> Identify significant places and environments
Style of map	<p><input type="checkbox"/> Use medium scale land ranger OS maps.</p> <p><input type="checkbox"/> Use index and contents page within atlases.</p>	<input type="checkbox"/> Use index and contents page within atlases.
LOTC		

Geography Skills focus Summer Term for field trips Orienteering half day – September and re-visit	Fieldtrip : North Wales, link to Conway castle or LLandudno Orienteering afternoon Maths: direction & position	Local Area Study: To investigate.....
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Year 6	T1	T2	T3
Locational Knowledge	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.	Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.	Linking with local History, map how land use has changed in local area over time. -local study
Place Knowledge	Dolomites study Italy		
Human & Physical Geography	Physical Geog: Mountains inc plate tectonics		Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T) Renewable/non renewable
VOCAB			
Geographical Field work and enquiry	<input type="checkbox"/> Suggest questions for investigating <input type="checkbox"/> Use primary and secondary sources of evidence in their investigations. <input type="checkbox"/> Investigate places with more emphasis on the larger scale; contrasting and distant places <input type="checkbox"/> Collect and record evidence unaided <input type="checkbox"/> Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it		Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Maths: statistics <input type="checkbox"/> Suggest questions for investigating <input type="checkbox"/> Use primary and secondary sources of evidence in their investigations. <input type="checkbox"/> Collect and record evidence unaided <input type="checkbox"/> Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Direction/Location Maths: direction & position	<input type="checkbox"/> Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. <input type="checkbox"/> Use 8 compass points confidently and accurately; <input type="checkbox"/> Use 4 figure co-ordinates confidently to locate features on a map.		<input type="checkbox"/> Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps			<input type="checkbox"/> Draw a variety of thematic maps based on their own data. <input type="checkbox"/> Begin to draw plans of increasing complexity.
Representation	<input type="checkbox"/> Use/recognise OS map symbols;		<input type="checkbox"/> Use/recognise OS map symbols;

	<input type="checkbox"/> Use atlas symbols		
Using maps	<input type="checkbox"/> Locate places on a world map.		<input type="checkbox"/> Follow a short route on an OS map. Describe features shown on OS map.
Scale/Distance Maths: Multiplicative reasoning, scale factoring	<input type="checkbox"/> Draw/use maps and plans at a range of scales.	<input type="checkbox"/> Use a scale to measure distances. <input type="checkbox"/> Draw/use maps and plans at a range of scales.	<input type="checkbox"/> Use a scale to measure distances. <input type="checkbox"/> Draw/use maps and plans at a range of scales.
Perspective			<input type="checkbox"/> Draw a plan view map with some accuracy
Map knowledge	<input type="checkbox"/> Confidently identify significant places and environments		
Style of map	<input type="checkbox"/> Confidently use an atlas. <input type="checkbox"/> Recognise world map as a flattened globe.		
LOTG Geography Skills focus Summer Term for field trips Orienteering half day – September and re-visit			Local area study to investigate..... Orienteering afternoon Maths: position direction