



	EYFS (Understanding of the world)	Years 1 and 2	Years 3 and 4	Years 5 and 6
Geography enquiry and skills	<ul style="list-style-type: none"> • explore the natural world around them and use their observations to ask simple geographical questions • make simple maps linked to our MOE context • use simple geographical vocabulary to describe our location or the context of the current MOE 	<ul style="list-style-type: none"> • ask geographical questions [i.e. 'What is it like to live in this place?'] • observe and record [i.e. draw a map of the school] • express their own views about people, places and environments [i.e. about litter in the school] • communicate in different ways including through numerical and quantitative skills, maps and pictures. • communicate understanding through writing • use geographical vocabulary [i.e. hill, motorway, near, far, north, south] • use fieldwork skills [i.e. measuring rainfall over time] • use globes, maps, plans at a range of scales [i.e. following a route on a map] • use secondary sources of information [i.e. pictures, photographs, 	<ul style="list-style-type: none"> • ask geographical questions [i.e. 'What location should we choose to build our visitor's centre?'] • observe and record [i.e. identify buildings in street and complete a chart] • express their own views about people, places and environments [i.e. about the decision to build a housing estate in the local countryside] • communicate in different ways including through numerical/quantitative skills, maps and pictures • communicate understanding through writing at length • use geographical vocabulary [i.e. mountain, equator, north-east, ordnance-survey map] • use fieldwork skills [i.e. recording info on a school plan or local area map] • use globes, maps, plans at a range of scales [i.e. using a map to identify a possible route to take by boat] 	<ul style="list-style-type: none"> • ask geographical questions [i.e. 'What is this landscape like and how has it changed over time?'] • collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph] • analyse evidence and draw conclusions [i.e. by comparing population data for two localities] • identify and explain different views that people, including themselves, hold about topical geographical issues [i.e. views about plans to build an hotel in an overseas locality] • communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school] • use geographical vocabulary [i.e.

		<p>stories, information texts, videos, artefacts]</p> <ul style="list-style-type: none"> • make maps and plans [i.e. a pictorial map of a place in a story] 	<ul style="list-style-type: none"> • use secondary sources of information [i.e. internet, pictures, photographs, stories, information texts, videos, artefacts] • make maps and plans [i.e. a fictional map of our visitor's centre location] 	<p>temperature, transport, industry]</p> <ul style="list-style-type: none"> • use fieldwork techniques [i.e. labelled field sketches] and instruments [i.e. rain gauge, camera] • use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids] • use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images] • draw plans and maps at a range of scales [i.e. a sketch map of a locality] • use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data] • develop decision-making skills [i.e. what measures needed to improve safety in a local street?]
Geographical skills and fieldwork	<ul style="list-style-type: none"> • explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) • describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG) 	<ul style="list-style-type: none"> • 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 [i.e. near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied • use the eight points of a compass, four-figure grid references, symbols and keys (including the use of OS maps) to build their knowledge of the UK and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. • extend to 6 figure grid references with teaching of latitude and longitude in depth

		<p>recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • 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 	<p>methods, including sketch maps, plans and graphs, and digital technologies</p>	<ul style="list-style-type: none"> • expand map skills to include non-UK countries • 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
Human and physical geography	<ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons (ELG) 	<ul style="list-style-type: none"> • 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 • describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Pupils will describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and the water cycle • human geography, including: types of settlement and land use 	<p>Pupils will describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography including climate zones, biomes and vegetation belts, earthquakes • human geography including trade between UK, Europe and ROW (in the past and today) • distribution of natural resources including energy, minerals and water • fair/unfair distribution of resources (Fairtrade) • understand the changes in physical and human geography of the places studies over time

<p>Place knowledge</p>	<ul style="list-style-type: none"> • know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG) • explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of our locality, a city in the UK, another country in the UK, another small area of England, and of a small area in a contrasting cold and hot non-European country • understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Jamaica when studying Windrush 	<ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of Suffolk, region of the United Kingdom, a region in a European country, and a study of Egypt. • understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Egypt and areas relating to the Roman invasion of Britain 	<ul style="list-style-type: none"> • 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 and South America • understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Mexico study and places relevant to Anglo-Saxon/Viking Britain
<p>Locational knowledge</p>	<ul style="list-style-type: none"> • name Bealings and some of the surrounding towns and villages 	<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> • locate the world's countries studied, using maps to focus on the UK, Europe (including the location of Russia) and Africa concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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 • identify the position and significance of latitude, 	<ul style="list-style-type: none"> • locate countries studied in Europe and North or South America • locate and name principal cities of locations studied • compare 2 different regions in UK rural/urban (e.g. Liverpool and Cornwall). • locate and name the counties and cities in England studied • linking with History, compare land use maps of UK from past with the present. • identify the position and significance of latitude/longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Greenwich Meridian.

			longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn	<ul style="list-style-type: none">• Linking with science: time zones, night and day
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