|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| **Geographical Study & Field work** | **1G1** Show interest in what they see in field work  **1G2** Record what they have seen, in simple ways, including pictures and diagrams with labels  **1G3** Remember and talk about what was seen  **1G4** Use a digital camera to record what they see  **1G5** Collect simple statistics – longest, shortest, highest  **1G6** Fill in and use a class weather chart | **2G1** Ask simple geographical questions  **2G2** Take and use digital photographs  **2G3** Make detailed sketches whilst on field work and/or draw labelled diagrams  **2G4** Discuss changes in weather and seasons from a chart  **2G5** Use tally charts and simple tables to collect information | **3G1** Use prediction and prior knowledge to find out about unknown places, and combine this with observation  **3G2** Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires  **3G3** Suggest own ways of presenting information, including graphically and in writing  **3G4** Make detailed and labelled field sketches  **3G5** Make field measurements over time  **3G6** Collect statistics and present appropriately  **3G7** Record information on charts, graphs and tables  **3G8** Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate | **4G1** Draw on own knowledge and understanding when setting up a field work investigation  **4G2** Discriminate between different sources of information  **4G3** Test conclusions for accuracy  **4G4** Measure wind speed, rainfall and noise levels  **4G5** Use a database to find out information  **4G6** Prepare questionnaires to investigate people’s views on an environmental issue  **4G7** Offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements  **4G8** Begin to use the computer to draw graphs | **5G1** Suggest suitable questions for a field work study  **5G2** Examine, question, analyse what is discovered, using a range of evidence  **5G3** Rank information found into order of importance  **5G4** Come to accurate conclusions, using information  **5G5** Make careful measurements - e.g. rainfall, noise level, distance  **5G6** Collect statistics about people and places  **5G7** Make a database to record information  **5G8** Make good use of ICT in charts and graphs | **6G1** Suggest relevant issues for further study  **6G2** Carefully select sources of evidence, and sift information  **6G3** Collect statistics about people and places, and set up a database from fieldwork or research  **6G4** Use a range of graphs, including pie charts.  **6G5** Analyse data – e.g. population data - using similarity and difference  **6G6** Speculate and hypothesise about what is found  **6G7** Suggest plausible conclusions, and back up with evidence |
| **Maps** | **1G7** Use simple blocked maps and plans  **1G8** Make simple plans and talk about them  **1G9** Make a plan of the classroom  **1G10** Mark the location of the school on a simple local map  **1G11** Identify where they have been on holiday, using a world map | **2G6** Identify features on a map  **2G7** Find longest and shortest routes using maps  **2G8** Know the main aspects of the British Isles using maps  **2G9** Draw simple maps and plans, sometimes with keys  **2G10** Mark some locations on a map of UK – our town, our school visit, my holiday  **2G11** Identify the main regions of the world – continents, equator, tropics  **2G12** Begin to use concepts of NSEW | **3G9** Draw maps of local places, including sketches from field work  **3G10** Use and draw maps with a simple key  **3G11** Use maps with simple grid references  **3G12** Work out routes on maps and plans  **3G13** Plan routes using 4 points of the compass  **3G14** Use contents and index pages of an atlas to help locate correct information | **4G9** Read and use the symbols on an OS map  **4G10** Use four figure grid references to locate points on a map  **4G11** Use and understand simple scale  **4G12** Use atlases which show physical and human features  **4G13** Compare information from atlases with that from a globe | **5G9** Identify time differences around the world  **5G11** Use four figure grid references to locate points on a map  **5G12** Plan a route and work out distance using map scales | **6G8** Use 6 figure grid references  **6G9** Use a compass to follow a route  **6G10** Work out a journey time, using their knowledge of time zones |
| **Place knowledge** | **1G12** Compare local area with a different region of the UK  **1G13** Compare a region of the UK with a contrasting on-European country *(animals)* | **2G14** Similarities & differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Kenya / seasides?) | **3G15** Compare a region of the UK with a region in Europe | **4G14** Compare a region of the UK with a region in Europe | **5G13** Compare a region in UK with a region in North or South America with significant differences and similarities. | **6G11** Compare a region in UK with a region in Africa with significant differences and similarities. |
| **Locational Knowledge** | **1G14** Understand the concept of close and far away  **1G15** Name & locate the four countries and capital cities of the United Kingdom and its surrounding seas. | **2G15** Reinforce location and names of the countries making up the British Isles, with their capital cities.  **2G16** Name and locate the world’s seven continents and five oceans.  **2G17** Identify equator & north and south hemisphere  **2G18** Use directional language [for example, near and far; left and right], to describe the location of features and routes on a map. | **3G16** Reinforce location and names of the 7 continents on a World map and five oceans  **3G17** Locate the main countries of Europe inc. Russia.  **3G18** Identify main capital cities of Europe.  **3G19** Identify longest rivers in the world & compare with UK  **3G20** Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. | **4G15** On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.  **4G16** Identify longest rivers in the world, largest deserts, highest mountains.  **4G17** Compare with UK.  **4G18** Locate and name the main counties and cities in/around London. | **5G14** Locate the main countries in Europe and North or South America. Locate and name principal cities.  **5G15** Compare 2 different regions in UK rural/urban.  **5G16** Locate and name the main counties and cities in England.  **5G17** Linking with History, compare land use maps of UK from past with the present, focusing on land use.  **5G18** Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day | **6G12** On a world map locate the main countries in Africa, Asia and Australasia/Oceania.  **6G13** Identify their main environmental regions, key physical and human characteristics, and major cities.  **6G14** Linking with local History, map how land use has changed in local area over time.  **6G15** Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.  **6G16** Understand how these features have changed over time. |
| **Human & Physical Geography** | **1G16** Describe places using their characteristics and simple vocabulary – e.g. house, street,  **1G17** Make lists of places with similar characteristics – e.g. the seaside, towns  **1G18** Talk about places seen in books, videos, internet  **1G19** Describe key human features, including: city, town, village, factory, farm, house, office.  **1G20** Recognise characteristic physical and human features of places - built up, noisy, busy  **1G21** Identify seasonal and daily weather patterns in the UK.  **1G22** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  **1G23** Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation | **2G19** Know that places are linked by paths /roads  **2G20** Use vocabulary of size to classify –hamlet, village, town, city  **2G21** Understand similarities and differences in places  **2G22** Express views about local area and environment  **2G23** Use aerial photographs to identify land use and other geographical features  **2G24** Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  **2G25** Understand similarities and differences in places  **2G26** Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | **3G21** Work out a location using a range of information  **3G22** Understand that different places may have similar / different characteristics and give reasons for these  **3G23** Understand and use the concept of reciprocal link between physical and human features  **3G24** Describe and identify how a place has changed  **3G25** Understand how economic development can change a place (link to history)  **3G26** Identify the parts of a river, and land use around and how these can change people’s lives  **3G27** Water cycle (no transpiration)  **3G28** Suggest ways of improving local environment  **3G29** Understand how weather changes an environment  **3G30** Know the difference between weather and climate | **4G19** Begin to recognise geographical patterns, and identify through aerial photographs  **4G20** Understand why people choose to live in contrasting areas & compare them  **4G22** Explain process of erosion & deposition, and its effects on people  **4G23** Consider future of some physical and human features, based on an understanding of change  **4G24** Explain their views on environmental change and topical issues and compare these with the views of others, evaluating the arguments of each  **4G25** Physical geography, including: climate zones, biomes, vegetation belts and mountains.  **4G26** Causes of volcanoes and earthquakes (plate tectonics, ring of fire)  **4G27** Express views and recognise how people affect the environment, summarising the issues | **5G19** Begin to understand geographical pattern – e.g. industry by a river  **5G20** Describe and begin to explain patterns and physical and human changes  **5G21** Describe how change can lead to similarities between different places  **5G22** Justify own viewpoint or decision, and use new information to adapt their own viewpoint  **5G23** Human geography including trade between UK and Europe and ROW  **5G24** Fair/unfair distribution of resources (Fairtrade). Rainforest  **5G25** Physical geography including coasts, rivers and the water cycle (revisit) including transpiration; climate zones, biomes and vegetation belts.  **5G26** Understand how people can both improve and damage the environment  **5G27** Suggest ways towards a reduction in climate change | **6G17** Suggest how human activities can cause changes to environment and to the different views people hold  **6G18** Recognise dependent links and relationships in both human and physical geography  **6G19** Make a plausible case for environmental change  **6G20** Distribution of natural resources focussing on energy.  **6G21** Interpret other people’s arguments for change, analysing and evaluating their viewpoints  **6G22** Describe and understand key aspects of physical & human geography and how these change over time. |