|  | **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. |