

Phase	Location knowledge	Place knowledge	Physical geography	Human geography	Geographical skills and fieldwork.
EYFS	Be able to name places in my day-to-day life e.g. places that I regularly visit or are important to my family.	I can ask questions about what it is like in another country.  I can show my knowledge of other countries through role play and artwork.	I can use everyday vocabulary to name common physical features.	Show respect of different cultures.	Observe closely what is around me and make comments on what I see.
KS1	<p>Name and locate:</p> <ul style="list-style-type: none"> <li>the 7 continents</li> <li>the 5 oceans</li> <li>the four countries of the UK and their capital cities. the seas that surround the UK.</li> <li>Be able to identify cities in the contrasting countries.</li> </ul> <p>Use both atlases, maps and globes to identify the coldest places in the world – The North and South pole, related to their study of the Arctic.</p> <p>Make predictions about where the hottest places in the world are.</p> <p>Identify the equator and locate the places on the Equator which are the hottest.</p>	<p>Express own views about a place, people and environment. Give detailed reasons to support own preferences</p> <p>Make comparisons between the UK and life in other countries.</p> <p>Study pictures of differing localities, make comparisons between life in the UK, India, Hong Kong, Kenya, Brazil, Australia, and Canada and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p>	<p>Name some types of weather and describe the weather associated with the four seasons.</p> <p>Observe and record the weather at different times of the year</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p> <p>Understand that different countries have different climates.</p> <p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, desert, season and weather.</p>	<p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Recognise that humans have a choice in their lifestyle.</p> <p>Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.</p>	<p>Progress from using simple directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right) to using the 4 compass directions.</p> <p>Use locational and directional language to describe the location of features and routes on a map.</p> <p>Draw own maps, include a key on a map using my own symbols.</p> <p>Recognise a familiar place from aerial photos.</p> <p>Draw simple diagrams with labels.</p> <p>Collect simple weather data using observations and record it in a table.</p>

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LKS 2	<p>Use an index to locate countries, cities and landmarks using an atlas.</p> <p>Locate countries, cities, environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes landmarks using atlases, maps globes, and Google Maps or Google Earth</p> <p>Describe their location in relation to the equator, tropics, hemispheres and the poles.</p> <p>Suggest reasons for their location.</p>	<p>Compare both physical and humans features of England and Italy.</p> <p>Describe how people can both improve and damage an environment.</p> <p>Identify features of a place using aerial photographs. Make detailed maps using a key.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of different regions.</p> <p>Compare and give reasons for the different lifestyles within a country or area of a country.</p>	<p>Locate rivers in the UK and the world.</p> <p>Describe the journey of a river from source to sea, using precise language, identifying the physical features of river and their integral link to the water cycle.</p> <p>Describe the different climate zones and Vegetation belts on a global scale. Be able to say what weather and vegetation is related to these biomes and begin to give reasons why.</p> <p>Describe the physical geography of the Mediterranean, understanding some of the processes of the marine environment (e.g. currents).</p> <p>Describe the physical geography of mountains: ranges, formation, volcanoes, climate, habitat and making comparisons.</p>	<p>Explain how humans use physical geographical features for a variety of purposes. E.g Explain the influence of the Mediterranean Sea as a cradle to human civilization, or the continuing importance of the Mediterranean as a nexus of Trade routes.</p> <p>Describe economic activity within a mountainous area, in the UK and compare it with one outside the UK.</p> <p>Compare how humans have adapted to living in different biomes.</p> <p>Recognise that our choices impact the lives of other people.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass.</p> <p>Use <u>four</u> grid references, symbols and key (including the use of OS maps) to build knowledge of the UK and the wider world.</p> <p>Understand how colours are used on a map to show different physical zones.</p> <p>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 mapping technologies.</p>

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UKS 2	<p>Locate and describe the physical or human geographical features on a map (including the continents of North and South America), using direction, distance, latitude and longitude, geographical terms (bordering, coastal, sea, ocean, mountain range, river, etc) and compare those locations in relation to other physical or human features.</p>	<p>Understand geographical similarities and differences different British cities, compared with Bicton or Shrewsbury.</p> <p>Understand the geographical similarities between North and South America.</p> <p>Know the difference between the USA and the other North American countries.</p> <p>Discuss how people are influenced by both physical and human geography on a local, national and global scale.</p>	<p>Describe how physical geographical features are formed.</p> <p>Describe how geographical features change over time (for instance the formation of the Grand Canyon).</p>	<p>Describe how humans are impacted both positively and negatively by physical features.</p> <p>Recognise that humans can have some control over physical features.</p> <p>Describe types of settlement (megacities) and land use, economic activity including global trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Analyse the positive and negative impact of a human change on both a local and global scale</p>	<p>Use 6 figure grid references.</p> <p>Begin to use latitude and longitude to describe location</p> <p>Explain what data which has either been collected or researched shows and the impact of it.</p> <p>Record data in a line graph.</p> <p>Use less common OS symbols to show geographical features.</p> <p>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.</p>
	<p>Locate countries, cities, environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes landmarks using atlases, maps globes, and digital resources</p>				
	<p>Locate the seas around the UK, and the cities or areas of the UK studied.</p> <p>Understand how time zones are shown on a map.</p>				