

| | Year 1 and 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Locational knowledge | KS1 Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents. | LKS2 Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. | | UKS2 Children begin to explore Eastern Europe and South America, using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK. | |
| | | - Name and locate counties and cities of the UK. Locate the world's countries – Europe explore regions and key human and physical features. - Identify human and physical characteristics. - Identify the position and significance of latitude and longitude. - Key vocabulary – country, region, county, city, rural, urban, town, coast, human features, physical features. | - Name and locate the world's countries with a focus on South America looking at environmental regions and human and physical features. - Name key physical features of UK – mountains and rivers. - Identify the position and significance of latitude, longitude, equator, Northern and Southern Hemispheres, Tropics of Capricorn and Cancer. | - Name and locate the world's countries with a focus Eastern Europe and North America looking at environmental regions and human and physical features. - Identify key physical and human features of the UK and show change over time. - Identify the position and significance of latitude, longitude, equator, Northern and Southern Hemispheres, Tropics of Capricorn and Cancer. | - Name and locate the world's countries with a focus on Eastern Europe and North America looking at environmental regions and human and physical features. - Identify the position and significance of latitude, longitude, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). |

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| Place knowledge | KS1 Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people. | LKS2 Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK. | | USK2 Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions. | |
| | | - Explore the similarities and differences between regions of the UK. - Explore the similarities and differences between a region of the UK and a region in Europe. - Key vocabulary. | - Explore the similarities and differences between a region of the UK and a region of South America. - Key vocabulary. | - Explore the similarities and differences between a region of the UK and a region of Eastern Europe or North America. - Key vocabulary. | - Explore the similarities and differences between a region of the UK and a region of Eastern Europe or North America. - Key vocabulary. |

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| Human & Physical Geography | KS1 Building on EYFS knowledge of how environments may vary, children begin to learn about the physical and human features of geography. | LKS2 Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. | | UKS2 Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains. | |
| | | - Understand the key aspects of volcanoes and earthquakes. - Begin to understand the human geography of an area looking at land uses with a focus on tourism. | - Understand the key aspects of biomes, rivers, water cycle and mountains. - Understand the human geography of an area looking at settlement, land use, economic activity, trade links and distribution of natural resources. | - Understand the human geography of an area looking at settlement, land use, economic activity and distribution of natural resources. | - Understand the key aspects of climate zones, biomes and vegetation belts. |

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| Geographical Skills and Fieldwork | KS1 Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time. | LKS2 Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. | | UKS2 Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains. | |
| | | - Use maps and atlases to find and plot countries / cities of the UK and Europe. Use symbols on a map to identify key physical features of an area. - Use fieldwork to observe and record human and physical features of the local area through the use of surveys and sketch maps. Use 8 points of a compass. | - Use maps and atlases and digital mapping to find and plot countries / cities of the UK and South America. Use symbols and keys to build on knowledge of the wider world. - Fieldwork to observe physical features. Use 8 points of a compass and four figure grid references. | - Use maps and atlases and digital mapping to locate countries and describe features. - Use 8 points of a compass and six figure grid references. - Use field work to observe human features. | - Use maps and atlases and digital mapping to locate countries and describe features. - Use 8 points of a compass and six figure grid references. - Use field work to observe human and physical features |