

Geography - Locational Knowledge								
Skills	Use instructions to go	Use maps to find and	Use key vocabulary	Explain how physical geography such	Explain and name the four	Locate the world's	Locate the world's	
	around the school.	locate where the	to demonstrate a	as tectonic plates have changed	countries that make up	countries using maps.	countries using maps.	
		school is	knowledge and a	location over time	the UK and the			
	Use directional		good		surrounding bodies of	Locate countries while	Label and locate	
	language such as	Use pictures to explore	understanding.	Find and locate cities in the UK	water.	focussing on their	beaches in the UK on a	
	back, forward, left	the local area				environmental regions,	map.	
	and right		Use maps to find	Find and locate rivers in the UK	Use a map to find and	key physical and human		
		Label the school on a	and locate the 7		locate regions, counties	characteristics such as	Use maps and focus on	
	Use a map to locate their school.	map	continents of the world.	Find and locate mountains in the UK	and cities of the UK.	mountains using maps	key physical and human characteristics, countries,	
	their school.	Use maps to find and	world.		Label a map to show	Name and locate physical	and major cities.	
	To name different	locate the 7 continents	Use maps to find	Use maps to find and locate the four	different counties and	features such as	and major cities.	
	parts of their	of the world	and locate the 5	countries which make up the UK.	regions of the England.	mountains, rivers in the	Recognise the	
	community	of the world	oceans of the	Lice many to find and leasts the	regions of the England.	UK	importance of the	
		Use maps to find and	world.	Use maps to find and locate the bodies of water surrounding the UK.	Identify human and		position of the Equator,	
	To locate different	locate the 5 oceans of		boules of water surrounding the ok.	physical features such as	Identify and explain	Northern Hemisphere,	
	parts of their	the world.	Label a map	Label a map showing the countries	hills, mountains, rivers,	physical and/or human	Southern Hemisphere	
	community on a map		showing the 7	that make up the UK with the	hospitals, airports, main	features and how they	and the Tropics of	
		Label the 7 continents	continents and 5	surrounding bodies of water.	roads, railway stations.	have changed over time	Cancer and Capricorn	
		and 5 oceans on a	oceans of the					
		world map.	world.	Label a map to show the location of	Locate countries on a map	Use key vocabulary to	Use key vocabulary to	
				tectonic plates today.	in different continents	demonstrate knowledge	demonstrate knowledge	
		Use key vocabulary to				and understanding	and understanding	
		show an understanding		Label a map to show the Ring of Fire.	Identify and recognise the			
		of where things are.			position and significance			
		No		Find and locate on a map where some	of the Equator, Northern			
		Name the countries		earthquakes have taken place.	Hemisphere, Southern			
		that make up the UK			Hemisphere and the Tropics of Cancer and			
		Locate the countries		Use key vocabulary to demonstrate a	Capricorn			
		that make up the UK		knowledge and a good understanding.	Capitcom			
		that make up the OK			Use key vocabulary to show			
		Ask questions about the		Label maps to show where the Ring of	knowledge and understanding			
		local area		Fire is.				
EYFS								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								

			Geograp	hy -Place Knowledge			
Skills	 Draw a traffic vehicle Label a traffic vehicle List or draw things in their environment List basic similarities between London and another country List basic differences between London and another country Draw something living 	Observe and record their surroundings Compare countries of the UK Use key vocabulary to demonstrate knowledge and understanding	Compare the UK with a contrasting country in the world Use key vocabulary to demonstrate knowledge and understanding of human and physical geographical features	Understand geographical similarities and differences through the study of human geography of the United Kingdom; Compare two cities by looking at similarities and differences in human and physical geography	Identify and understand geographical similarities and differences through the study of human geography of Sheffield. Identify and understand geographical similarities and differences through the study of physical geography of Sheffield.	Understand geographical similarities and differences through the study of physical geography of a region	Understand geographical similarities and differences through the study of physical geography of mountains or beaches in the UK. Understand geographical similarities and differences through the study of human geography of South America and/or regions of UK
EYFS							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							

			Ge	ography -Human and Physical Geography	1		
Skills	Recall the four seasons (in any order) Explain through writing or drawing what weather to expect in each season Talk about past events in their lives Talk about present things in their lives Talk about the past about their parents	Match months to the respective seasons Match or write the weather in each of the four seasons Identify weather patterns in the UK. Identify the location of hot/cold places of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features use basic geographical vocabulary to refer to key human features	Locate physical geography, including: climate zones Begin to describe places using simple geographic vocabulary Observe human and physical features that give a place character Sort objects based on physical geography such as weather.	Locate physical geography, including: climate zones, mountains and rivers Locate human geography including types if settlement and land use. Draw and label physical geography such as a volcano Use key vocabulary to demonstrate knowledge and understanding of how a volcano erupts and the different stages of a volcano Explain the impact of physical geography such as volcanoes, tornadoes, tsunamis and earthquakes. Match statements to show a good understanding of physical geography such as volcanoes, tornadoes, tsunamis and earthquakes. Explain the movement of tectonic plates Act out a volcanic eruption Understand the advantages and disadvantages of living near natural disasters such as volcanoes. Explain the process of a volcanic eruption Make observations about places and features that change over time Use key vocabulary to demonstrate knowledge and understanding. Use key vocabulary to demonstrate knowledge and understanding.	Locate physical geography, including: climate zones, mountains and rivers Locate human geography including types of settlement, land use, trade links, food and water. Use key vocabulary to demonstrate knowledge and understanding.	Locate physical geography, including: climate zones, biomes and mountains. Explain physical geography, including: climate zones, biomes and mountains. Describe and understand; human gogatyincluding: economic activity including trade links and tourism Use key vocabulary to demonstrate knowledge and understanding of; different types of mountains	Describe and understand physical geography including: mountains, bodies of water, climate zones, coastlines and beaches. Describe and understand; human geography, including: homes, trade, tourism and local businesses. Use key vocabulary to demonstrate knowledge and understanding.
EYFS							
Year 1							
Year 2							
Year 3	1						
Year 4 Year 5							

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Geography -Vocabulary								
FS 1 -Town, weather, hot, cold, soil, here, there, near, far FS 2 -Season, world, village, countryside, farm, factory, house, hill, sea, beach, shop, map,	Simple vocabulary: Near, far, wet, sunny, hot, dry, cold, house, school, street, shop Human geography, Physical geography, coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, valley, North sea, Irish sea, the channel, mountain, river, office,	Develop vocabulary: Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe	Continue to develop vocabulary: Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non- European	Continue to develop vocabulary: rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle	Use precise geographical vocabulary: coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, latitude, longitude Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links	Be able to describe and start to explain geographical processes using the correct terminology. Biomes, longitude, latitude, rivers, meander, natural resources, distribution, vegetation belts Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere,		
	atlas, left, right		Coography Manning Skills					
Dura ida alau ara and	Calley, diseations	College diversity of North	Geography -Mapping Skills	De sin te une 4 fimme	Line A figure suid	Line C firmer sold		
Provide play maps and small world equipment for children to create their own environments.	-Follow directions; up/down, left/right, behind/in front of -Use own symbols on imaginary maps -Use relative vocab; bigger/smaller, like/unlike -Draw picture maps of imaginary places and from stories. -Talk about own maps.	-Follow directions; North, East, South, WestUse class agreed symbols on simple map. -Spatial matching; match the same area eg. continent on a larger map. -Make a representation of a real or imaginary place -Use a plan and infant atlas to help create simple maps.	 -Use pairs of coordinates and four compass points Introduce need for a key and standard symbol. -Spatial matching, boundary matching; e.g. country boundary on a different scale map. -Make a map of a short route with features in the correct order. -Use larger scale map outside/use maps of other localities. 	-Begin to use 4-figure grid reference to locate features on a map. -Introduce need for a key and standard symbol. -Make own maps of real places with increasing accuracy. -Use a variety of maps of different scale to locate places	 -Use 4-figure grid reference to locate features on a map. -Use eight compass points. -Draw a map using symbols and a key, awareness of OS symbolsMeasure straight line distance on a plan. -Draw a variety of thematic plans, based on own data. -Compare large-scale map and vertical photo, select maps for a purpose. 	Use 6-figure grid reference to locate features on OS map. -Use OS standard symbols. -Scale reading and drawing, comparison of map scale. -Draw scale plans of increasing complexity. -Follow route on small- scale OS map and describe features seen.		

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
	Geography -Enquiry								
-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural worldTalk about the features of their own immediate environment and how environments might vary from one another. -Provide stories that help children to make sense of different anvironments	-Use resources provided and their own observations to respond to questions about places.	-Select information from resources provided. Use this information and their own observations to ask and respond to questions about places.	 -Use skills and sources of evidence to respond to a range of geographical questions. -Offer reasons for some of their observations and judgements about places. -Offer explanations for the location for some human and physical features in different localities. 	 -Use skills and sources of evidence to respond to a range of geographical questions. -Offer reasons for some of their observations and judgements about places. -Offer explanations for the location for some human and physical features in different localities. 	-Draw on their knowledge and understanding to suggest suitable geographical questions for study. -Use a range of geographical skills and evidence to investigate places and themes	-Identify relevant geographical questions. -Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themesThey reach plausible conclusions and present their findings both graphically and in writing.			
environments.			Geography -Field Work						
Arouse awareness of features of the environment in the setting and immediate local area, e.g. walk around local area -Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.	-Use world maps, atlases and globes to identify the United Kingdom and its countries. -Use simple fieldwork and observational skills to study the geography of their school and its grounds surrounding devise a simple map; maps of school playgrounds, -Use aerial photographs	-Plan perspectives to recognise and marks and basic human and physical features; and use and construct basic symbols in a key. -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. -Learn the eight points of a compass, 2 figure grid reference (maths co- ordinates), some basic symbols and key (including the use of a simplified - Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -Begin to use fieldwork to observe 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-	-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied -Learn the eight points of a compass, four-figure grid references. -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.	-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 key (including the use of -Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. -Confidently use fieldwork to observe, measure and record the human and physical features in the local area with increasing accuracy using a range of methods, including sketch maps, plans and graphs, and digital technologies.	-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied -Extend to 6 figure grid references with teaching of latitude and longitude in depth. -Expand map skills to include non-UK countries. -Confidently use fieldwork to observe, measure and record the human and physical features in the local area accurately using a range of methods, including sketch maps, plans and graphs, and digital technologies.			