

Geography - Locational Knowledge							
<b>Skills</b>	<p>Use instructions to go around the school.</p> <p>Use directional language such as back, forward, left and right</p> <p>Use a map to locate their school.</p> <p>To name different parts of their community</p> <p>To locate different parts of their community on a map</p>	<p>Use maps to find and locate where the school is</p> <p>Use pictures to explore the local area</p> <p>Label the school on a map</p> <p>Use maps to find and locate the 7 continents of the world</p> <p>Use maps to find and locate the 5 oceans of the world.</p> <p>Label the 7 continents and 5 oceans on a world map.</p> <p>Use key vocabulary to show an understanding of where things are.</p> <p>Name the countries that make up the UK</p> <p>Locate the countries that make up the UK</p> <p>Ask questions about the local area</p>	<p>Use key vocabulary to demonstrate a knowledge and a good understanding.</p> <p>Use maps to find and locate the 7 continents of the world.</p> <p>Use maps to find and locate the 5 oceans of the world.</p> <p>Label a map showing the 7 continents and 5 oceans of the world.</p>	<p>Explain how physical geography such as tectonic plates have changed location over time</p> <p>Find and locate cities in the UK</p> <p>Find and locate rivers in the UK</p> <p>Find and locate mountains in the UK</p> <p>Use maps to find and locate the four countries which make up the UK.</p> <p>Use maps to find and locate the bodies of water surrounding the UK.</p> <p>Label a map showing the countries that make up the UK with the surrounding bodies of water.</p> <p>Label a map to show the location of tectonic plates today.</p> <p>Label a map to show the Ring of Fire.</p> <p>Find and locate on a map where some earthquakes have taken place.</p> <p>Use key vocabulary to demonstrate a knowledge and a good understanding.</p> <p>Label maps to show where the Ring of Fire is.</p>	<p>Explain and name the four countries that make up the UK and the surrounding bodies of water.</p> <p>Use a map to find and locate regions, counties and cities of the UK.</p> <p>Label a map to show different counties and regions of the England.</p> <p>Identify human and physical features such as hills, mountains, rivers, hospitals, airports, main roads, railway stations.</p> <p>Locate countries on a map in different continents</p> <p>Identify and recognise the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn</p> <p>Use key vocabulary to show knowledge and understanding</p>	<p>Locate the world's countries using maps.</p> <p>Locate countries while focussing on their environmental regions, key physical and human characteristics such as mountains using maps</p> <p>Name and locate physical features such as mountains, rivers in the UK</p> <p>Identify and explain physical and/or human features and how they have changed over time</p> <p>Use key vocabulary to demonstrate knowledge and understanding</p>	<p>Locate the world's countries using maps.</p> <p>Label and locate beaches in the UK on a map.</p> <p>Use maps and focus on key physical and human characteristics, countries, and major cities.</p> <p>Recognise the importance of the position of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn</p> <p>Use key vocabulary to demonstrate knowledge and understanding</p>
<b>EYFS</b>							
<b>Year 1</b>							
<b>Year 2</b>							
<b>Year 3</b>							
<b>Year 4</b>							
<b>Year 5</b>							
<b>Year 6</b>							

**Geography -Place Knowledge**

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



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geography -Vocabulary</b>						
<p>FS 1 -Town, weather, hot, cold, soil, here, there, near, far</p> <p>FS 2 -Season, world, village, countryside, farm, factory, house, hill, sea, beach, shop, map,</p>	<p>Simple vocabulary: Near, far, wet, sunny, hot, dry, cold, house, school, street, shop</p> <p>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, atlas, left, right</p>	<p>Develop vocabulary: Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey, polar, arctic, desert</p> <p>Ocean, Atlantic, Pacific, Indian, continent (including names), capital, North, East, South, West, vegetation, globe, North pole, South pole, equator, compass, route, location, Europe</p>	<p>Continue to develop vocabulary: Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical</p> <p>Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non-European</p>	<p>Continue to develop vocabulary: rainforest, tropical, temperate, Mediterranean, humid, climate, urban, rural</p> <p>Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, water cycle</p>	<p>Use precise geographical vocabulary: coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable, sustainable, latitude, longitude</p> <p>Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links</p>	<p>Be able to describe and start to explain geographical processes using the correct terminology.</p> <p>Biomes, longitude, latitude, rivers, meander, natural resources, distribution, vegetation belts</p> <p>Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere,</p>
<b>Geography -Mapping Skills</b>						
<p>Provide play maps and small world equipment for children to create their own environments.</p>	<p>-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.</p>	<p>-Follow directions; North, East, South, West. -Use 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.</p>	<p>-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.</p>	<p>-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</p>	<p>-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 symbols. -Measure 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.</p>	<p>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.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geography -Enquiry</b>						
-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. -Talk 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 environments.	-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 themes. -They reach plausible conclusions and present their findings both graphically and in writing.
<b>Geography -Field Work</b>						
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.