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| **Key**  **Skills** | **Locational Knowledge** | **Place Knowledge** | **Human and Physical Geography** | **Geographical Skills & fieldwork** |
| **Fdn** | ELG: Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one to another. | | | |
| **GD** | EXC: Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. | | | |
| **Year**  **1** | Name and locate the world’s seven continents and five oceans.  Name and locate the four countries and capital cities of the UK.  Name local area and the country it is in. | Understand that different places have similarities and differences in the UK, e.g rivers, mountains, landmarks.  Identify the key features/landmarks of places in the UK. | Identify seasonal and daily weather patterns in the UK.   * Name the 4 seasons and describe their characteristics.   Use basic geographical vocabulary to refer to key physical features and human features.   * Know terms physical and human * Sort features into physical and human. | Identify a world map and locate the UK on it.  Identify a UK map and locate UK countries.  Find their school on a local map.  Use simple locational and directional language ( near and far: left and right)  Use simple fieldwork and observational skills to identify key features near the school.  Create a simple map showing mean features of an area. |
| **GD** | The continents & oceans of the world are named accurately & there is some application of this knowledge in describing places, e.g next to, left right | Understand that different places have different characteristic features & use these to group places.  Compare places using similarities and differences. | Seasonal & daily weather patterns are observed & described in detail, including similarities and differences.  Use own experiences to make comparisons.  A growing repertoire of geographical vocab is selected to describe places. | Locational language used appropriately to describe places.  Compare maps and identify the same place on maps of different size.  A growing use of simple fieldwork skills are used & the key features surrounding the school can be described.  Compare to other places they have been. |
| **Year**  **2** | Identify characteristics of the four countries and capital cities of the UK.  Name and locate the surrounding seas of the UK.  Name the local area and the surrounding area, e.g Neath Hill in Milton Keynes.  Know which county they live in.  Describe location of area in terms of country and capital city. | Sort landmarks into groups and group places based on similarities and differences.  Understand the origins/uses of features and landmarks.  Compare UK and non-European places using landmarks and features. | Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.  Know that weather changes depending on location.  Know that countries can experience seasons differently.  Use more basic geographical vocabulary to refer to key physical features and human features.   * Know difference between canals and river; lakes and reservoirs | Use world maps, atlases and globes to identify the UK, its countries and counties.  Use simple compass directions on maps and describe locations using them.  Use aerial photographs and plans to recognise landmarks to create a simple map using a key.  Use simple fieldwork and observational skills to study the geography of the key human and physical features of the schools surrounding environment.  Use maps/pictures to identify features/land uses of contrasting areas. |
|  | Compare the locations of capital cities and know why these locations might have been chosen.  Refer to their own experiences. | Use technical vocabulary accurately to compare locations.  Make links with other places they have been. | A large repertoire of geographical vocab is selected to accurately describe places & concisely describe the key characteristics.  Identify the ages of human/physical features.  Explain why human features have been developed. | Compass direction & locational language are used fluently & accurately to describe places.  Read maps that include keys & simple grid references. Choices of symbols for keys are well reasoned.    Simple fieldwork techniques are chosen & the key human and physical features of the schools surrounding environment are described using geographical language. |
| **Year**  **3** | Describe simply where places are beyond the local area.  Identify major UK cities  Identify countries in unfamiliar continents.  Know the capital cities of other European countries. | Describe what gives the local area character and simply describe what other places are like beyond this area. | Observe and describe physical and human features of the local area and other places.  Begin to compare these features to another place beyond the local area.  Begin to understand how people affect the environment. | Carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments.  Begin to use geographical words. |
|  | Geographical language is selected to describe changes to the locality of the local area over time. | Criteria are chosen from a list to help describe the similarities & differences between locations. | Resources are chosen in order to investigate &describe the characteristics of places. | A growing range of fieldwork techniques are chosen & applied when investigating a local area.  Geographical vocab is generally used to explain reasons for likes & dislikes about locations. |
| **Year**  **4** | Know about the local area and begin to appreciate the importance of wider geographical location in understanding places.  Begin to describe and compare features of different locations and offer explanations for the locations of some of those features. | Be aware that different places may have both similar and different characteristics. | Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.  Recognise how people try to improve and keep environments. | Use skills and evidence to answer a range of geographical questions.  Begin to investigate answers and use the correct vocabulary to share findings. |
|  | Careful vocab choices are used to provide clear & interesting comparisons of different locations. | Well-reasoned criteria are created to describe the similarities & differences between places. | Well-chosen resources are selected to investigate places & describe in some detail their characteristics features. | Some very pertinent questions that uncover the nature of a location are asked & answered. |
| **Year**  **5** | Know more about the features of a variety of places around the world from local to global. | Understand more about the links between different places and that some places depend on each other. | Describe and begin to explain geographical patterns and a range of physical and human processes.  Recognise that these interact to affect the lives and activities of the people living there.  Understand how people can both improve and damage the environment. | Explain own views.  Suggest own geographical enquiry. Select and use appropriate skills to conduct enquiry.  Present findings both graphically and in writing to reach a conclusion and evaluate the information. |
|  | Good awareness of the countries of North & South America & a growing depth of understanding of a particular location.  Good awareness of a wide variety of places & features of the world & how some features have changed over time. | Growing understanding of various links between geographical regions which are described well. | Growing awareness of how some locations around the world are changing with some good explanations of the reason for the change.  A growing awareness that a range of physical features affect human activity & a variety of examples given. | Detailed descriptions & opinions of places justified by using a growing range of geographical resources.  Growing range of statistical & other information is selected to draw some conclusions about locations. |
| **Year**  **6** | Know more about the features of a variety of places around the world from local to global and in different parts of the world. | Understand about the links and relationships between different places that makes places depend on each other. | Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places.  Describe ways in which physical and human processes operating at different scales, create geographical patterns and lead to changes in places. | Ask relevant geographical questions  Suggests an appropriate sequence of investigation  Select information and sources of evidence and identified potential bias  Present findings clearly and based conclusions on evidence |
|  | Good awareness of the countries of North & South America & deep understanding of a particular location.  An extensive & well developed understanding of the world & some characteristic features of places. Similarities & differences are identified & used to create insightful comparisons. | A wide range of links between geographical regions are understood & described with a high level of accurate detail. | Broad understanding of many changes in locations around the world with an in-depth understanding of some of the changes, which are clearly explained. | Highly detailed descriptions & well-reasoned opinions are developed by using appropriate geographical resources.  Wide range of statistical & other information is well chosen & used to draw conclusions about a location. |