

		Yr1/2	Yr3/4	Yr5/6			
	Field Work	<p>For instance:                      Gather information                      Use basic observational skills                      Carry out a small survey of the local area/school                      Draw simple features                      Ask and respond to basic geographical questions                      Ask a familiar person prepared questions                      Use a pro-forma to collect data e.g. tally survey                      Sketching                      Create plans and raw simple features in their familiar environment                      Add labels onto a sketch map, map or photograph of features                      Audio/Visual                      Recognise a photo or a video as a record of what has been seen or heard                      Use a camera in the field to help to record what is seen</p>	<p>For instance:                      Gather information                      Ask geographical questions                      Use a simple database to present findings from fieldwork                      Record findings from fieldtrips                      Use a database to present findings                      Use appropriate terminology                      Sketching                      Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction                      Audio/Visual                      Select views to photograph                      Add titles and labels giving date and location information                      Consider how photo's provide useful evidence use a camera independently                      Locate position of a photo on a map</p>	<p>For instance:                      Gather information                      Select appropriate methods for data collection such as interviews,                      Use a database to interrogate/amend information collected,                      Use graphs to display data collected                      Evaluate the quality of evidence collected and suggest improvements                      Sketching                      Evaluate their sketch against set criteria and improve it                      Use sketches as evidence in an investigation. select field sketching from a variety of techniques                      Annotate sketches to describe and explain geographical processes and patterns                      Audio/Visual                      Make a judgement about the best angle or viewpoint when taking an image or completing a sketch                      Use photographic evidence in their investigations                      Evaluate the usefulness of the images</p>			
	Map Skills	<p>For instance:                      Using maps                      Use a simple picture map to move around the school                      Use relative vocabulary such as bigger, smaller, like, dislike                      Use directional language such as near and far, up and down, left and right, forwards and backwards                      Map knowledge                      Use world maps to identify the UK in its position in the world.                      Use maps to locate the four countries and capital cities of UK and its surrounding seas                      Making maps                      Draw basic maps, including appropriate symbols and pictures to represent places or features                      Use photographs and maps to identify features</p>	<p>For instance:                      Using maps                      Follow a route on a map                      Use simple compass directions (North, South, East, West)                      Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features                      Map knowledge                      Locate and name on a world map and globe the seven continents and five oceans.                      Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles                      Making maps                      Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)                      Use and construct basic symbols in a key</p>	<p>For instance:                      Using maps                      Follow a route on a map with some accuracy                      Locate places using a range of maps including OS &amp; digital                      Begin to match boundaries (e.g. find same boundary of a country on different scale maps)                      Use 4 figure compasses, and letter/number co-ordinates to identify features on a map                      Map knowledge                      Locate the UK on a variety of different scale maps                      Name &amp; locate the counties and cities of the UK                      Making maps                      Try to make a map of a short route experiences, with features in current order                      Create a simple scale drawing                      Use standard symbols, and understand the importance of a key</p>	<p>For instance:                      Using maps                      Follow a route on a large scale map                      Locate places on a range of maps (variety of scales)                      Identify features on an aerial photograph, digital or computer map                      Begin to use 8 figure compass and four figure grid references to identify features on a map                      Map knowledge                      Locate Europe on a large scale map or globe,                      Name and locate countries in Europe (including Russia) and their capitals cities                      Making maps                      Recognise and use OS map symbols, including completion of a key and understanding why it is important                      Draw a sketch map from a high viewpoint</p>	<p>For instance:                      Using maps                      Compare maps with aerial photographs                      Select a map for a specific purpose                      Begin to use atlases to find out other information (e.g. temperature)                      Find and recognise places on maps of different scales                      Use 8 figure compasses, begin to use 6 figure grid references.                      Map knowledge                      Locate the world's countries, focus on North &amp; South America                      Identify the position and significance of lines of longitude &amp; latitude                      Making maps                      Draw a variety of thematic maps based on their own data                      Draw a sketch map using symbols and a key,                      Use and recognise OS map symbols regularly</p>	<p>For instance:                      Using maps                      Follow a short route on a OS map                      Describe the features shown on an OS map                      Use atlases to find out data about other places                      Use 8 figure compass and 6 figure grid reference accurately                      Use lines of longitude and latitude on maps                      Map knowledge                      Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages                      Making maps                      Draw plans of increasing complexity                      Begin to use and recognise atlas symbols</p>

	Locational Knowledge	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>
	Place Knowledge	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>
	Human and Physical Geography	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>

Pupils should be taught about:

**Locational knowledge**

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Human and physical geography**

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - 
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

**Locational knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

**Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

**Human and physical geography**

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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