



Geography knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour & shop	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour & shop	physical geography, including: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes, & the water cycle human geography, including: types of settlement & land use, economic activity including trade links, & the distribution of natural resources including energy, food, minerals & water	physical geography, including: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes, & the water cycle human geography, including: types of settlement & land use, economic activity including trade links, & the distribution of natural resources including energy, food, minerals & water	physical geography, including: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes, & the water cycle human geography, including: types of settlement & land use, economic activity including trade links, & the distribution of natural resources including energy, food, minerals & water	physical geography, including: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes, & the water cycle human geography, including: types of settlement & land use, economic activity including trade links, & the distribution of natural resources including energy, food, minerals & water
Contextual world knowledge of locations, places and geographical features.	Observe the location of human and physical geographical features at a local scale	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK (the home countries, capital cities and surrounding seas) and wider world (continents and oceans). Be able to locate at least one non EU country on a map. Identify the basic characteristics of the UK and a non EU country, e.g. highland, lowland, rivers, coast, weather, cities.	Be able to identify and locate all the home countries, capital cities and surrounding seas and identify and locate at least one non EU country. Know and locate some of the environmental regions, key physical and human characteristics, countries and major cities of either Europe or North and South America.	Be able to identify and locate a range of countries and significant geographical features in the UK, Europe and North and South America Know the position and significance of some global features, e.g. latitude, longitude, Equator, etc.	Have good locational knowledge of a wide range of places, environments and features at various scales, from local to global, and in different parts of the world including the UK, Europe, North America, South America, and some of Africa, Russia, Asia and the Middle East.	Have good locational knowledge of a wide range of places, environments and features at various scales, from local to global, and in different parts of the world including the UK, Europe, North America, South America, and some of Africa, Russia, Asia and the Middle East.
Geographical understanding of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.	Recognise and use everyday terms to describe places and geographical features, e.g. empty, crowded, busy, steep, high, low. Express likes and dislikes about places.	Use basic geographical vocabulary to describe places or human and physical geographical features, e.g. hill, river, street, shop, town. Identify simple and broad geographical patterns, e.g. seasonal and daily weather patterns, and hot and cold areas from pole to pole.	Identify whether places / features are changing. Express views about places and recognise the impact of people's actions on these. Describe the geographical patterns of places & features in words, diagrams & maps using subject-specific vocabulary backed up by non-technical general language. Compare places and / or geographical features.	Describe how places change. Identify some links between people and environments. Suggest simple solutions to solve geographical issues. Offer reasons for own views and judgements about places and environments.	Suggest simple reasons to explain why places / features / patterns are like they are, using subject-specific vocabulary, and appropriate diagrams and maps. Explain some detailed reasons for the similarities and differences between places. Identify some reasons why places / features / patterns change. Explain how changes affect the lives and activities of people. Be able to explain some of the links between people, places and environments. Suggest valid reasoned solutions to geographical issues.	Offer reasons for own views & recognise that other people may hold different views. Give substantiated reasons to explain features & patterns, using geographical vocabulary, diagrams and maps. Give substantiated reasons to explain the similarities & differences between places Give substantiated reasons to explain why places and geographical features change. Give substantiated reasons to explain links between people, places & environments. Show some understanding of how human activity relies on the effective functioning of natural systems. Give substantiated reasons to explain solutions to geographical issues. Recognise the range of views people hold about issues.



Geography skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area.	Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.	Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Direction/Location	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.	Use 8 compass points; Begin to use 4 figure co ordinates to locate features on a map	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	Draw picture maps of imaginary places and from stories	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	Use own symbols on imaginary map	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map	Draw a sketch map using symbols and a key; Use/recognise OS map symbols.	Use/recognise OS map symbols; Use atlas symbols.
Using maps	Use a simple picture map to move around the school; Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places	Locate places on larger scale maps. Follow a route on a map with some accuracy.	Locate places on large scale maps Follow a route on a large scale map	Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out about other features of places.	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places.
Scale/Distance	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile)	Use a scale to measure distances. Draw/use maps and plans at a range of scales
Perspective	Draw around objects to make a plan	Look down on objects to make a plan view map.	Begin to draw a sketch map from a high view point.	Draw a sketch map from a high view point.	Draw a plan view map with some accuracy.	Draw a plan view map accurately.
Map knowledge	Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Begin to identify points on maps A,B and C	Begin to identify significant places and environments	Identify significant places and environments	Confidently identify significant places and environments

Style of map	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Use index and contents page within atlases. Use medium scale land ranger OS maps	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe
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