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| C:\Users\LGregory2\OneDrive\Documents\Desktop\Federation logo 7 (2).png | **Early Learning Goals**  People Culture and Communities Children at the expected level of development will:  • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;  • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. |
| Key Stage 1   * Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject- specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: Locational knowledge * name and locate the world’s seven continents and five oceans * name, locate and identify characteristics of the four 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 Geography – key stages 1 and 2 3 * 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. | |

Key Stage 2

* Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: 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 within 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 Geography – key stages 1 and 2 4 Geographical skills and fieldwork

* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* use the eight points of a compass, four and six-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.

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|  | **EY** | **Y1** | **Y2** | **Y3** | **Y4** | | **Y5** | **Y6** |
| **Locational Knowledge** | I can name and locate features of my immediate environment. | I can name and locate England, Scotland, Wales and Northern Ireland on a map, and know the capital cities.  I can name and locate the world’s seven continents and five oceans, and the seas around the UK. | I can name and locate of England, Scotland, Wales and Northern Ireland on a map, and know the capital cities.  I can name and locate of the world’s seven continents and five oceans, and the seas around the UK. | I can name and locate the main countries and major cities of Europe. I can name and locate the main countries and major cities in North or South America.  I can identify the position of the Equator and how it affects climates in both hemispheres. | I can name and locate the main countries and major cities of Europe. I can name and locate the main countries and major cities in North or South America.  I can identify the position of the Equator and how it affects climates in both hemispheres. | | I can name and locate one county and city of the UK. I can identify the equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, and lines of longitude and latitude.  I can identify and describe three major climate zones (e.g. tropical, temperate, polar). | I can name and locate one county and city of the UK. I can identify the equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, and lines of longitude and latitude.  I can identify and describe four major climate zones (e.g. tropical, dry, temperate, cold, and polar).  I can explain how time zones work using the words including Prime/Greenwich Meridian. |
| **Key vocabulary** | Vocabulary: house, room, garden, school, playground, park, road, shop, hospital, village, town, city. | Vocabulary: world, Earth, continent, ocean, country, capital city, United Kingdom, England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast), Africa, Antarctica, Australasia (Oceania), Europe, North America, South America, Pacific, Atlantic, Indian, Southern (Antarctic), Artic | | Vocabulary: world, Earth, continent, ocean, country, capital city, United Kingdom, England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast), Africa, Antarctica, Australasia (Oceania), Europe, North America, South  America, Pacific, Atlantic, Indian, Southern (Antarctic), Artic | | Vocabulary: world, Earth, continent, ocean, country, capital city, United Kingdom, England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast), Africa, Antarctica, Australasia (Oceania), Europe, North America, South America, Pacific, Atlantic, Indian, Southern (Antarctic), Artic | | |

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|  | **EY** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Place Knowledge** | I can describe features of my immediate environment and how places might vary from one another. I can describe similarities and differences in relation to places, objects, materials and living things. | I can describe what the place I live in is like. I can identify natural and man- made features. I can describe what the place I live in is like. I can identify and describe natural and man-made | I can describe what the place I live in is like. I can identify and describe natural and man-made features. I can compare the human and physical features of a place in the UK to a place outside of Europe. | I can compare the human and physical features of a place in the UK to North or South America. | .I can compare the human and physical features of a place in the UK and Europe. I can compare the human and physical features of a place in the UK to North or South America. | I can describe the geographical similarities and differences of a region of the UK and a European country. | I can describe the geographical similarities and differences of a region of the UK and the Americas. |
| **Key vocabulary** | Vocabulary: hard, soft, heavy, light, smooth, rough, light, dark, wet, dry, people, person, animal, plant, flower, tree | Vocabulary: city, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, natural, man-made, sand, oil, metal, wood, stone, concrete, glass, leather, plastic, paper Additional Year 2 Vocabulary: culture, language, religion, development (standard of living), education, employment | | Vocabulary: human feature, physical feature, region, settlement, community, population, government, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, landform, ocean, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, equator, northern hemisphere, southern hemisphere, climate, tropical, temperate, polar, vegetation, biome, aquatic, desert, forests, rainforest, forest, woodland,  grasslands, tundra | | Vocabulary: human feature, physical feature, region, settlement, migration, immigration, community, population, government, democracy, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, landform, ocean, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, equator, northern hemisphere, southern hemisphere, climate, tropical, subtropical, temperate, polar, arid, Mediterranean, dry-temperate, cold temperate, mountains, tundra vegetation, biome, aquatic, desert, forests, rainforest, forest, woodland, grasslands, tundra | |

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|  | **EY** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Human and Physical Geography** | I can describe past and present events in my own life and in the life of family members. I can identify similarities and differences between myself and others, and among families, communities and traditions.. | I can describe features as physical or human. I can measure and describe daily changes in local weather. I can describe how the UK weather changes through the seasons. | I can describe features as physical or human. I can measure and describe daily changes in the local weather. I can describe how the UK weather changes through the seasons. | I can identify why early settlers chose to live near physical features. I can identify how the human features of a landscape have changed over time. I can compare the physical features of a region in the UK and North or South America. | I can identify why early settlers chose to live near physical features.  I can identify how the human features of a landscape have changed over time.  I can describe how climate and use of land supports an economy and trade links. I can compare the physical features of a region in the UK and North or South America. | I can identify key topographical features of places in the UK (including hills, mountains, coasts and rivers),and land-use patterns; and understand how some of these aspects have changed over time . I can describe the parts of a river.  I can explain key aspects of mountains. I can describe the water cycle. I can explain how the physical features of two contrasting regions influence how and where people live  (Europe and UK). | I can identify how and why volcanoes erupt. I can explain why and where earthquakes occur. I can identify key topographical features of places in the UK (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. |
| **Key vocabulary** | Vocabulary: now, then, young, old, baby, child, adult, sister, brother, Mum, Dad, Aunty, Uncle, Grandparent, family, | Vocabulary: beach, cliff, coast, forest, hill, mountain, horizon, estuary, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop, summer, autumn, winter, spring, wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold Additional Year 2 Vocabulary: thermometer, temperature, degrees, rainfall, lowest, highest. | | Vocabulary: human feature, physical feature, region, settlement, community, population, government, land use, resources, trade, urban, rural, farming, agriculture, facilities, architecture, recreation, transport, culture, language, religion, ocean, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, northern hemisphere, southern hemisphere, climate, vegetation, biomes, tropical, temperate,  polar, rainforests | | Vocabulary: topographical feature, coast, river, island, cape, delta, peninsula, gulf, mountain, hill, valley, plateau, plain, desert, water cycle, evaporation, transpiration, condensation, precipitation, run-off, river, tidal river, estuary, stream, lake, tributary, current, bank, delta, mouth, source, fresh water, saltwater, mountain, mountain range, tectonic plates, force, contour, altitude, elevation, erosion, summit, peak, ascent, descent, vegetation, biome Additional Year 6 Vocabulary: vvolcano, Ring of Fire, magma, mantle, fault,  eruption, sill, vent, eruption, crust, extinct, core, conduit, dormant, ash, active, crater, earthquake, after shock, epicentre, fault line, fore shock, main  shock, magnitude, mercalli scale, micro quake, Richter scales, seismic, tremor, tsunami | |

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|  | **EY** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Geographical Skills & Field work** | I can use drawings and simple  technology to  observe and record  the environment. | I can use drawings and simple technology to  observe and record the  environment.  I can draw a simple map  e.g. my route to school.  I can design a map using  symbols to show human  and physical features.  I can use coordinates to  identify a location. I can  use North, South, East  and West to describe  position. | I can design a map using symbols to show  human and physical  features. I can use  coordinates to  identify a location. I  can use North, South,  East and West to  describe position. I  can use a map key and  recognise and  interpret symbols on  an ordnance survey  map.  I can use a map to  navigate to a location.  I can use apparatus  e.g. thermometers to  collect geographical  data.. | I can interpret tables, diagrams and  atlas maps to  retrieve information  I can identify 8  compass points and  use 4 figure grid  references I draw  conclusion from  maps about  population,  settlement and land  use I can identify  how a place changes  over time by using a  range of aerial  photographs,  historical and recent  maps I can use a  range of apparatus  e.g. thermometers,  rain gauge and  technology to collect  geographical data. | I can interpret tables, diagrams  and atlas maps to  retrieve  information I can  identify 8 compass  points and use 4  figure grid  references I draw  conclusion from  maps about  population,  settlement and  land use I can  identify how a  place changes over  time by using a  range of aerial  photographs,  historical and  recent maps. | I can use a range of different maps to make inferences about the natural resources, economic trade and trade links. I can use a scale to calculate the distance on a map.  I can use 6 figure grid references, symbols and keys (including the use of Ordnance Survey maps).  I can use 8 compass points to navigate to a location. I can use a map to trace a route. | I can use a range of different maps to make  inferences about the  natural resources, economic  trade and trade links.  I can use a scale to  calculate the distance on a  map.  I can use 6 figure grid  references, symbols and  keys (including the use of  Ordnance Survey maps). I  can use 8 compass points to  navigate to a location.  I can use a map to trace a  route. |
| **Key vocabulary** | Vocabulary: map, sketch map, plan, picture, compass, key. | Year 1 Vocabulary: map, sketch map, plan, birds eye view, position, location, direction, route, path, direction, navigate, symbol, key, coordinates, north, south, east, west, forwards, backwards, left, right, near, far Additional Vocabulary for Year 2: ordinance survey map, thermometer, temperature, degrees, rainfall, lowest, highest. | | Vocabulary: table, diagram, pictogram, bar graph, line graph, pie chart, data, atlas, map, aerial photograph, birds eye view, scale, key, symbols, equator, northern hemisphere, southern hemisphere, location, compass,  direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), four figure grid reference, grid box, eastings, northings, thermometers, temperature, degrees, rain gauge, rain fall, centimetres (cm), millimetres  (mm) lowest, highest, average | | Vocabulary: aerial map, ordinance survey maps, google map, political map, topographic map, physical map, economic/ resource map, scale, key, symbols, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), six figure grid reference, grid box, eastings, northings, equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, colour layering, contour, contour interval, cross section height above sea level, distance, kilometres (kms) | |