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| **Geography** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Topic Title** | **Hot and cold areas of the world**  **UK countries and capital cities** | **Small area of the UK – where I live and play (Bacup)**  **Australia** | **Greater Manchester and the region where I live**  **Sustainability** | **Mountains (Alps)**  **Rivers** | **National Parks (Lake District) UK cities, counties, and key features**  **Amazon basin** | **Natural Disasters**  **Coasts** |
| **Locational Knowledge** | Name and locate the world’s seven continents | Name and locate the world’s seven continents and five oceans | Name and locate counties and cities of the United Kingdom (as Year 2 plus Blackpool, Manchester, Liverpool, Glasgow, Lancashire, Cumbria and North Yorkshire). | Name and locate counties and cities of the United Kingdom (As Year 3 plus Greater Manchester, Leeds, Cheshire, Lincolnshire and Shropshire). | Name and locate counties and cities of the United Kingdom (as Year 4 plus Birmingham, Lincoln, Hull, Derbyshire, Nottinghamshire and Staffordshire). | Name and locate counties and cities of the United Kingdom (as Year 5 plus Norwich, Coventry, Wolverhampton, Northamptonshire, Oxfordshire, Essex, Suffolk and Norfolk). |
| Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. |
|  |  | Position and significance of Equator, Northern and Southern hemispheres. | Locate the world’s countries, using maps to focus on Europe and identify the position and significance of  Arctic and Antarctic Circle | Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America. |
| 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** | Small area of the United Kingdom. | Small area of the United Kingdom. (Bacup) | A region of the United Kingdom. (Blackpool and Greater Manchester) | A region of the United Kingdom. | A region of the United Kingdom. | A region in a European country. |
| Small area in a contrasting non-European country | A region in a European country. | A region within North or South America. |
| **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. | 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. | Describe and understand key aspects of physical geography, including;   * The water cycle. | Describe and understand key aspects of physical geography, including;   * Rivers * Climate zones * The water cycle | Describe and understand key aspects of physical geography, including;   * Biomes and vegetation belts. * Rivers. | Describe and understand key aspects of physical geography, including;   * Climate zones * Mountains * Volcanoes * Earthquakes. |
| Use basic geographical vocabulary to refer to:   * key **physical** features, including: sea, ocean, season and weather * key **human** features, including: city, town, village, factory, farm, house, office, and shop. | 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. | Describe and understand key aspects of human geography, including:   * Types of settlement and land use. * Economic activity – tourism and trade. * Distribution of natural resources – water. | Describe and understand key aspects of human geography, including:   * Types of settlement and land use. * Economic activity – tourism and trade links. * Distribution of natural resources – energy. | Describe and understand key aspects of human geography, including:   * Types of settlement and land use. | Describe and understand key aspects of human geography, including:   * Economic activity - trade links. * Distribution of natural resources - energy, food, minerals and water. |
| **Mapping** | Begin to use maps and globes (including picture maps) at different scales. | Use a range of maps and globes (including picture maps) at different scales. | Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. | Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. | Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. | Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. |
| Use a range of vocabulary to describe aspects of maps (bigger/smaller, near/far etc). | Use a range of vocabulary to describe aspects of maps (bigger/smaller, near/far etc). | Look at maps and diagrams from other sources. | Use maps and diagrams from a range of publications e.g holiday brochures, leaflets, town plans. | Begin to understand the differences between maps e.g. Google maps vs. Google Earth and OS maps. | Choose the most appropriate map/globe for a specific purpose. |
| Know that maps give information about places in the world (where/what?). | Locate land and sea on maps. | Recognise patterns on maps and begin to explain what they show. | Recognise patterns on maps and begin to explain what they show. | Understand that purpose, scale, symbols and style are related. | Interpret and use thematic maps. |
| Begin to use the index and contents page of atlases. | Use the index and contents page of atlases. | Recognise different map projections. |
| Use large scale maps and aerial photos of the school and local area. | Recognise landmarks and some human features on aerial photos. | Use maps at more than one scale. | Recognise that larger scale maps cover less area. | Relate different maps to each other and to aerial photos. | Relate different maps to each other and to aerial photos. |
| Link features on maps to photos and aerial views. | Link features on maps to photos and aerial views. |
| Recognise simple features on maps e.g. buildings, roads and fields. | Draw a simple map e.g. of a garden, route map, place in a story. | Make and use simple route maps. | Create maps of small areas with features in the correct place. | Create sketch maps using symbols and a key. | Create sketch maps using symbols and a key. |
| Follow a route on a map starting with a picture map of the school. | Follow routes on maps describing what can be seen. | Follow routes on maps describing what can be seen. |
| Recognise that maps need titles. | Recognise that maps need titles. | Label maps with titles to show their purpose. | Label maps with titles to show their purpose. |
| Know which directions is North on an OS map. | Know which directions is North on an OS map. | Begin to use 4-figure co-ordinates to locate features on maps. | Use 4-figure co-ordinates to locate features on maps. | Begin to use 6-figure co-ordinates. | Use 6-figure co-ordinates. |
| Know that symbols mean something on a map (school, post office, library, picnic sites and walks). | Find a given OS symbol on a map with support (As Year 1 plus parking, train tracks, railway station and church with/without a spire). | Recognise some standard OS symbols (As previous plus phone, campsite and sports/recreation centre). | Recognise some standard OS symbols (As previous plus well/spring, water activities, slipway and fishing). | Use a wider range of OS symbols (As previous plus 1:50 OS map symbol antiquities). | Use a wider range of OS symbols (As previous plus coastguard, district line[railways], tourist info and water features). |
| Know that different scale OS maps use some different symbols. | |
| Begin to realise why maps need a key. | Use and construct basic symbols in a map key. | Relate measurements on large scale maps to measurements outside. | Use a scale bar to calculate some distances. | Use the scale bar on maps. | Read and compare map scales. |
| Look down on objects and make a plan e.g. of the classroom or playground. | Look down on objects and make a plan e.g. of the classroom or playground. | Begin to use plan views. | Use plan views. | Draw measured plans. | Draw measured plans. |
| Make a simple scaled drawing e.g. of the classroom. | Make a simple scaled drawing e.g. of the classroom. |
|  |  | Begin to recognise that maps use contours. | Recognise that contours show height and slope. | Identify relief features on OS maps. | Identify, describe and interpret relief features on OS maps. |
| Use models and maps to discuss land shape e.g. contours and slopes. |
| Begin to use latitude/longitude in a globe or atlas. | Use latitude/longitude in a globe or atlas. |

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| **Fieldwork** | Use simple fieldwork techniques to observe and identify the school grounds. | Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. | Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. | Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. | Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. | Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. |
| Use cameras and audio equipment to record geographical features, changes and differences e.g. buildings. | Use cameras and audio equipment to record geographical features, changes and differences e.g. weather, seasons, vegetation and buildings etc. | Interpret data collected and present the information in a variety of ways including charts and graphs. | Interpret data collected and present the information in a variety of ways including charts and graphs. |
| Begin to use simple compass directions (NSEW). | Use simple compass directions (NSEW). | Begin to understand the 8 points of a compass. | Use the 8 points of a compass. | Use eight cardinal points to give directions and instructions. | Use eight cardinal points to give directions and instructions. |
| Begin to use some directional language to describe feature and routes e.g. left/right, forwards and backwards. | Use locational and directional language to describe feature and routes. |
| Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. | Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. | Make links between features observed in the environment to those on maps and aerial photos. | Make links between features observed in the environment to those on maps and aerial photos. |
| **Enquiry and Investigation** | Discuss simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ | Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ | Begin to ask more searching questions including, ‘how?’ and, ‘why? as well as, ‘where?’ and ‘what?’ when investigating places and processes. | Ask more searching questions including, ‘how?’ and, ‘why? as well as, ‘where?’ and ‘what?’ when investigating places and processes. | Begin to ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? | Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? |
| Investigate through observation. | Investigate through observation and description. |
| Recognise differences between their own and others’ lives. | Begin to make comparisons with their own lives and their own situation. | Make and explain comparisons with their own lives and their own situation. | Make predictions and test simple hypotheses about people and places. | Make predictions and test simple hypotheses about people and places. |
| Begin to show empathy and describe similarities as well as differences. | Show increasing empathy and describe similarities as well as differences. |

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| **Communication** | Speak, draw, observe and describe simple geographical concepts such as what they can see where. | Speak, write about, draw, observe and describe simple geographical concepts such as what they can see where. | Identify and describe geographical features, processes (changes), and patterns. | Identify and describe geographical features, processes (changes), and patterns. | Identify increasingly complex geographical features, processes (changes), patterns, relationships and ideas. | Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. |
| Notice and describe patterns. |
| Interpret labels and symbols for a range of places both in and outside the classroom. | Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. |
| Begin to use basic geographical vocabulary related to the subject matter as well as to describe specific local geographical features. | Use basic geographical vocabulary related to the subject matter as well as to describe specific local geographical features. | Use geographical language and vocabulary about the physical and human processes related to the subject matter. | Use geographical language and vocabulary about the physical and human processes related to the subject matter. | Use more precise geographical language relating to the physical and human processes studied e.g. tundra, coniferous/deciduous forest when learning about biomes. | Use more precise geographical language relating to the physical and human processes studied e.g. vocabulary related to disasters and climate zones. |
| Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. | Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. | Begin to communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. | Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations | Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. | Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. |
| Begin to use maps and other images to talk about everyday life. | Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. |
|  | | Express opinions and personal views about what they like and don’t like about specific geographical features and situations e.g. Cleveleys offshore wind farm. | Express opinions and personal views about what they like and don’t like about specific geographical features and situations. | Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news. | Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news. |
| **Use of ICT/Technology** | Use simple electronic globes/maps. | Use simple electronic globes/maps. | View a range of satellite images. | View a range of satellite images. | Use wider range of labels and measuring tools on digital maps. | Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. |
| Add simple labels to a digital map. | Add simple labels to a digital map. | Add text to digital maps to explain features and places. | Add a range of text and annotations to digital maps to explain features and places. | Start to explain satellite imagery. |
| Add photos to digital maps. | Add photos to digital maps. |
| Use the zoom facility on digital maps and understand that zooming in/out means more/less detail can be seen. | Do simple searches within specific geographic software. | Use the zoom facility on digital maps to locate places at different scales. | Use the zoom facility on digital maps to locate places at different scales. | Use appropriate search facilities when locating places on digital/online maps and websites. | Use appropriate search facilities when locating places on digital/online maps and websites. |
| Use a postcode to find a place on a digital map. | Draw and follow routes on digital maps. | Draw and follow routes on digital maps. |
| Use programmable toys or sprites to move around a course/screen following simple directional instructions- beebots | Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. | Use presentation/multimedia software to record and explain geographical features and processes. | Use spreadsheets, tables and charts to collect and display geographical data. | Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. | Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. |
| Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. | Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. |
| Describe and label electronic images produced. | Describe and label electronic images produced. | Make use of geography in the news – online reports & websites. | Make use of geography in the news – online reports & websites. | Investigate electronic links with schools/children in other places e.g. email/video communication. | Investigate electronic links with schools/children in other places e.g. email/video communication. |