

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Areas of study	<ul style="list-style-type: none"> Spatial Awareness (<i>settlement</i>) My local area London and the U.K Africa (<i>trade</i>) 	<ul style="list-style-type: none"> Continents and oceans Reduce, Reuse and Recycle (Impact of Waste in the Ocean) (<i>diversity, sustainability and climate</i>) 	<ul style="list-style-type: none"> Arctic Circle (<i>sustainability and climate, population</i>) 	<ul style="list-style-type: none"> Volcanoes and Earthquakes (<i>settlement, population</i>) Growth of Roman Empire (<i>population, settlement</i>) Rainforest Biomes (<i>climate and sustainability, trade</i>) 	<ul style="list-style-type: none"> Rivers and watercycles including rivers in Europe (<i>settlement, trade, population</i>) 	<ul style="list-style-type: none"> Earth's biomes (<i>climate change and sustainability, population, diversity</i>)
Vocabulary	Birdseye view, map, key, symbol, right, left, up, down, desert, north, south, east, west, climate, rivers, desert, lakes	North, south, east, west, pollution, continents, oceans, environment, plastic, impact, key, map	Arctic, Antarctic, North Pole, South Pole, polar, hemisphere, equator, climate change	Volcano, earthquakes crater, eruption, biome, biodiversity, trade, deforestation, rainforest	Source, flood, built, crops, river, tributary, protection, physical, human, settlement	Biome, Tundra, Savanna, Taiga, terrestrial, hibernation, fossil fuels, deforestation, precipitation, eco system, atmosphere
Geographical enquiry	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Pupils encouraged to ask simple geographical questions; where is it? What's it like? Use 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. 	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Use simple compass directions (NSEW) Direction right, left forward, backwards. 	<ul style="list-style-type: none"> Follow directions (as yr 1 and inc'. NSEW) 	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 4 compass points well. Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> Use 8 compass points. Begin to use 4 figure coordinates to locate features on a map. 	<ul style="list-style-type: none"> 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.

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<i>Drawing maps/ using maps</i>	<ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories. Use a simple picture map to move around the school; Recognise that it is about a place. Use aerial photographs. 	<ul style="list-style-type: none"> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Follow a route on a map. Use a plan view. Use an infant atlas to locate places. 	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. Locate places on larger scale maps. Follow a route on a map with some accuracy. 	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order Make a simple scale drawing. Locate places on large scale maps Follow a route on a large scale map. 	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. Compare maps with aerial photographs. Select a map for a specific purpose Begin to use atlases to find out about other features of places 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. 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.
<i>Representation</i>	<ul style="list-style-type: none"> Use own symbols on imaginary map. 	<ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key. 	<ul style="list-style-type: none"> Know why a key is needed. Use standard symbols. 	<ul style="list-style-type: none"> Know why a key is needed. Begin to recognise symbols on an OS map. 	<ul style="list-style-type: none"> Draw a sketch map using symbols and a key; Use/recognise OS map symbols. 	<ul style="list-style-type: none"> Use/recognise OS map symbols; Use atlas symbols.
<i>Scale/Distance</i>	<ul style="list-style-type: none"> Use relative vocabulary (e.g. bigger/smaller, like/dislike) 	<ul style="list-style-type: none"> Begin to spatially match places. 	<ul style="list-style-type: none"> Begin to match boundaries. 	<ul style="list-style-type: none"> Begin to match boundaries. 	<ul style="list-style-type: none"> Measure straight line distance on a plan. Find/recognise places on maps of different scales. 	<ul style="list-style-type: none"> Use a scale to measure distances. Draw/use maps and plans at a range of scales.
<i>Locational Knowledge</i>	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> Locate and name the continents on a World Map. Locate the main countries in the Polar regions of the world e.g Norway, Sweden, Finland, Russia, U.S, Canada and Denmark. Pupils can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. 	<ul style="list-style-type: none"> Identify largest desert, highest mountain and can locate volcanoes. Locate areas of similar environmental regions, either desert, rainforest or temperate regions on a world map. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. 	<ul style="list-style-type: none"> Locate landmarks across the River Thames. Make links with History, compare land use maps of UK from past with the present, focusing on land use. Locate key features (including coasts and rivers) and understand how they have changed over time. 	<ul style="list-style-type: none"> Understand how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Locate different biomes across the world on a map.
<i>Place Knowledge</i>	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the impact of waste in the ocean from the United Kingdom 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the Arctic circle. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United 	<ul style="list-style-type: none"> Understand geographical similarities and differences through a study of human and physical geography 	<ul style="list-style-type: none"> Understand similarities and differences through the study of human and physical geography in contrasting areas of the world.

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	<p>a small area in a contrasting non-European country.</p> <ul style="list-style-type: none"> Recognise that the Sahara desert is type of biome. 	<p>and a contrasting non-European country.</p>	<ul style="list-style-type: none"> Recognise that the Arctic circle is type of biome. 	<p>Kingdom, and a region within South America.</p> <ul style="list-style-type: none"> Recognise that a rainforest is a type of biome.. 	<p>with a contrasting period of time.</p>	
<i>Human and Physical Geography</i>	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. Pupils begin to identify the location of the Equator in relation to the North and South Hemisphere. 	<ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Hemisphere Recognise the impact of human action and how that effect on our current world. 	<ul style="list-style-type: none"> Understand similarities and differences of the study of Inuit people and people living in the Arctic Circle. Understand the impact of climate change on the Arctic Circle. 	<ul style="list-style-type: none"> Understand key aspects of physical geography including climate zones, biomes, vegetation belts, mountains and volcanoes. Pupils know the importance of resources being distributed fairly. Pupils know how trade links are important. Understand the damaging impact of fossil fuels on our environment. 	<ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography including rivers. Human geography including trade between UK and the rest of the world 	<ul style="list-style-type: none"> Explain the distribution of natural resources. Pupils can describe and understand key aspects of: <ul style="list-style-type: none"> - Human geography including trade between UK and Europe and the rest of the world. -Understand fair and unfair distribution of resources. Evaluate the changes needed to minimise the threats of climate change.