Geography

	Nursery	Reception	Year 1	Year 2
Locational knowledge	TW1- Understand that some places are special to members of their community. TW2 - Show interest in different occupations – jobs within their community	TW8 - Talk about members of their immediate family and community. TW9 - Talk about their town and where they live	L1- I can name and locate a local town and city.	L4- I can locate the four countries which make the British Isles and know the main river running through each country.
	• TW3 - Talk about what they see, using a wide vocabulary. -	TW 10- Recognise some environments that are different to the one in which they live. TW11- Recognise some similarities and differences between life in this country and life in other countries.	L5- I can name the surrounding seas of the United Kingdom.	L2- I can name and locate the world's seven continents and five oceans.
	• TW4 - Find way around the school grounds i.e. field back to nursery	TW12 - Draw information from a simple map.	L3- I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	L6- I can name and locate the world's seven continents and five oceans.
	• Name and locate 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.			

Geography

	Nursery	Reception	Year 1	Year 2
Place knowledge	PK1- Understand that some places are special to members of their community. PK2- Show interest in different occupations – jobs within their community PK3- Recognise places within Biddulph Town	PK4- Talk about their town and where they live	P1- I can talk about where I live.	P4- I can compare a local City/town in England with a contrasting city in a different country by asking and answering geographical questions.
	NW1- Use all their senses in hands-on exploration of natural materials	NW2- Explore the natural world around them. NW3- Describe what they see, hear and feel whilst outside.	P2- I can use basic geographical vocabulary when describing a place e.g. city, town, village, factory, farm, house and shop.	
	NW2 - Talk about what they see, using a wide vocabulary.	NW - Recognise some environments that are different to the one in which they live. NW Recognise some similarities and differences between life in this country and life in other countries.	P3- I can notice differences between Biddulph and the Seaside.	P5- I can compare England with a contrasting Country in the world.

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	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			

	Nursery	Reception	Year 1	Year 2
Human and Physical Geography	TW1 - Talk about natural phenomena i.e. changes in the weather)	TW8 Understand the effect of changing seasons on the natural world around them.	H1- I can identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world.	H3- I can identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.
	• TW3 Talk about what they see, using a wide vocabulary.	TW11 Describe what they see, hear and feel whilst outside.	H2- I can use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.	H4- I can use basic Geographical vocabulary to refer to key physical features (inc - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a

				contrasting non- European country.
	• 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: o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.			

	Nursery	Reception	Year 1	Year 2
Geographical Skills and Fieldwork	• TW1- Find way around the school grounds i.e. field back to nursery	Draw information from a simple map	G1- I can use maps, atlases and globes to identify their locality and other key features e.g. land/sea/capital cities.	G4- I can use world maps, atlases and globes to identify the United Kingdom and its countries.
	Use basic positional language in play	To understand positional language to follow a directional instruction To give a directional instruction	G2- I can use locational and directional language (eg, near and far; left and right), Describe the location of features and routes on maps.	G5- I can use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.
	• Talk about what they see, using a wide vocabulary.	Recognise and talk about areas of Knypersley First School i.e. swimming pool, hall.	G3- I can use simple fieldwork and observational skills to study the geography of their school and its grounds.	G6- I can 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.
	•Talk about what they see, using a wide vocabulary.	Explore the natural world around them. Recognise and talk about areas of Knypersley First School i.e. swimming pool, hall.	Explore Features of our school and comment on what they can see using geographical language	G7- I can use fieldwork and observational skills to study the key human and physical features of the school and the surrounding areas.

Geography

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.
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Geography

Key Stage 2 - Geography Progression.

	Year 3	Year 4	Year 5	Year 6
Locational knowledge	L7 - I can name and locate countries and cities of the UK, , geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers).	L12 - Locate the worlds countries, using maps to focus on Europe (inc the location of Russia) and concentrating on their environmental regions, key physical and human characteristics, countries and other major cities	L17- Locate the worlds countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.	L22- On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.
	L8- I can explore land-use patterns; and understand how some of these aspects have changed over time.	L13 - I can raise questions about the different hemispheres and make predictions on how I think life will be different in the two hemispheres. L14- Identify the position and significance of Equator, N. and S. Hemisphere.	L18- I can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	L23- Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.
	L9- I can locate the major cities in the UK and North and South America.	L15 - Locate and name the main counties and cities in England	L19- Compare 2 different regions in UK rural/urban.	L24- Understand how these features have changed over time
	L10- I can study the land use patterns of an area the United Kingdom, linked to the area I am studying and say how these have changed over time.	L16- I can study the land--use patterns of an area of the United Kingdom linked to the area I am studying and say how these have changed over time.	L20- Linking with History, compare land use maps of UK from past with the present, focusing on land use.	L25- Linking with local History, map how land use has changed in local area over time
	L11- I can use photographs to critically study the human and physical characteristics and topographical		L21- Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones,	

	features of an area in the United Kingdom linked to the area I am studying		night and day	
Objective	• 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).			

Geography

	Year 3	Year 4	Year 5	Year 6
Place knowledge	P5- I understand geographical similarities and differences through studying the human and physical geography of a region of the UK	P6- I understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.	P7- I can compare a region in UK with a region in North America with significant differences and similarities.	P9- I can compare a region in UK with a region in N. or S. America with significant differences and similarities.
			P8-I can locate all the manmade features in North America such as Golden Gate Bridge, Hoover Dam, Space Needle, Empire State Building Ect.	P10- Can I locate all the manmade features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks.
	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.			

Geography

	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	H5- I can use and explain the term 'climate zone' and identify them using a map. I ask questions, discuss and compare climate zones of the UK and relate this to the weather in the local area and find out what affects the climate.	H7- Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. Distribution of natural resources focussing on energy.	H9- Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and the rest of the world. Fair/unfair distribution of resources (Fairtrade).	H12- I can describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Types of settlements in modern Britain: villages, towns, cities. (Roman topic)
	H6- I can ask questions about global warming and discover the cause of it and research the implications. I ask questions and reach reasoned and informed solutions and discuss the consequences for the future.	H8- I can compare two different types of settlements within the UK. I can discuss the differences and talk about what has impacted the settlement to create the contrast. Types of settlements in modern Britain: villages, towns, cities.	H10- I can compare two types of settlements in Viking, Saxon Britain linked to History.	H13- I can locate the major cities of the world and draw conclusions as to their similarities and differences. I reflect on the importance and value of the tourism industry in these areas.
			H11- I can study the food, minerals and water aspects of the key places that I study.	H14- I can discuss the economic activity, including trade links of the key places that I study. Explore the distribution of natural resources, including energy, of the key places that I study.
	Describe and understand key aspects of: o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle o 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

	Year 3	Year 4	Year 5	Year 6
Geographical Skills and Fieldwork	G9- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	G12- I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	G15- I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	G18- I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
	G10- I can use the 4 points of a compass and be exposed to a 8 point compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.	G13- I can read the eight points of a compass, and a four figure grid reference having some exposer to a 6 figure.	G16- I can use the eight points of a compass, four figure and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom in the past and present.	G19- I can extend to 6 figure grid references with teaching of latitude and longitude in depth. G20- I can expand map skills to include non-UK countries.
	G11- I can use information gathered from fieldwork to observe and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	G14- I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Knyp pool? Identify trees, record quantities and create graphs to represent findings. Why was the bridge added? Why was it added there? Why is there a dam?)	G17- I can use information gathered from fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	G21- I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	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.