	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place knowledge	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Middleton Railway area, Leeds) • Name, describe and compare familiar places. • Link their homes with other places in their local community. • Know about some present changes that are happening in the local environment e.g. at school.	• 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 (Kenya) • To use world maps, atlases and globes to identify the countries studied at this key stage in the context of Africa (Kenya).	• Develop an awareness of how places relate to each other.	• Know about the wider context of places – region/country. • Understand why there are similarities and differences between places.	• Compare the physical and human features of a region of the UK and a region in America, identifying similarities and differences. • Know about the wider context of places e.g. county, region and country	• 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). • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,

	• Suggest ideas for improving the school environment.					and a region elsewhere in the world (Japan)
Locational knowledge	• Name and locate the four countries of the UK. • Understand how some places are linked to other places e.g. roads, trains.	• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. • Name and locate the world's seven continents and five oceans	• Name and locate key cities in India • Recognise that people have differing quality of life living in different locations and environments.	• Recognise the different shapes of continents. • Demonstrate knowledge of features about places around them and beyond the UK. • Identify where countries are within Europe; including Russia. • Recognise that people have differing quality of life living in different locations and environments. • Know how the locality is set within a wider	• Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics and major cities • Identify and locate key topographical features (coasts and rivers) and understand how some of these aspects have changed over time	• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics/key topographical features. • 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

				geographical context.		characteristics, countries, and major cities.
Human/ physical geography	• Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea and ocean. • Describe and 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 and human features. • 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. • Identify seasonal and daily weather patterns in a non-European country (Kenya)	• Identify physical and human features of India • Explore weather conditions in India • Recognise there are similarities and differences between places. • Ask and respond to geographical questions • Recognise that different people hold different views about an issue and begin to understand some of the reasons why.	• Describe human features of UK regions, cities and counties. • Understand the effect of landscape features on the development of a locality. • Describe how people have been affected by changes in the environment. • Explore weather patterns around parts of the world. • Describe and understand the distribution of national resources including food.	• Identify the physical characteristics and key topographical features of the countries within America. • Can they find out how deforestation affects the locality and wider world? • Know and describe where a variety of places are in relation to physical and human features • Describe and understand key aspects of types of settlements	• Describe and understand key aspects of human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Understand and use a widening range of geographical terms • Describe and understand key aspects of physical geography, including: mountains,

				- Understand the effect of landscape features on the development of a locality. - Describe how people have been affected by changes in the environment. - Understand and use a widening range of geographical terms (specific to the topic) - Use basic geographical vocabulary such as ocean, valley, vegetation, soil, mountain, port, harbour		- Describe human features of UK regions, cities and counties. - Understand the effect of landscape features on the development of a locality. - Describe how people have been affected by changes in the environment. - Describe and understand the distribution of national resources including water - Know how rivers erode, transport and deposit materials. - Know about the physical features of	volcanoes and earthquakes.

					coasts and begin to understand erosion and deposition.	
Geographic al skills and fieldwork	• Use simple compass directions (North, South, East and West) to describe routes on a map • Use simple fieldwork and observational skills to study the geography of the local area • Use given photographs to recognise landmarks and key human and physical features • Ask and respond to basic	• Use world maps, atlases and globes to identify 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 • Add labels onto a sketch map,	• Make plans and maps using symbols and keys • Make more detailed fieldwork sketches/diagr ams • Use fieldwork instruments e.g. camera • Ask geographical questions • Use a simple database to present findings from fieldwork • Communicate findings in ways appropriate to the task or for the audience.	• Understand and use a widening range of geographical terms e.g. specific topic vocabulary • Plan the steps and strategies for an enquiry.	• Use graphs to display data collected • Evaluate the quality of evidence collected and suggest improvements	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use maps, charts etc. to support decision making about the location of places e.g. new bypass • Annotate sketches to describe and explain geographical processes and patterns

	geographical questions • Create plans and draw simple features in their familiar environment • Add labels onto a sketch map, map or photograph of features	map or photograph of features • Use a pro-forma to collect data • 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. • Draw simple features • Ask and respond to basic geographical questions • Create plans and draw simple features in their familiar environment	• Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures • Consider how photos provide useful evidence and use a camera independently.			