

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Geography	<p><b><u>Understanding of the World</u></b></p> <p><b>The Natural World</b></p> <p><i>- Recognise a map</i></p> <p><i>- Show awareness of human geographical features e.g. houses, churches, factories, farms</i></p> <p><i>- Show awareness of physical geographical features e.g. forests, fields, rivers, seas</i></p>	<p>Pupils should be taught to use basic geographical vocabulary to refer to –</p> <p>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>- key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather.</p>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>- use aerial photographs and plans to recognise landmarks and basic human and physical features</li> <li>-devise a simple map</li> <li>-use and construct basic symbols in a key</li> </ul> <p>Pupils should be taught to use</p> <ul style="list-style-type: none"> <li>-simple compass directions (North, South, East and West)</li> </ul>	<p>Pupils should be taught to 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.</p> <p>Pupils should be taught to use the eight points of the compass.</p> <p>Pupils should be taught to</p>	<p>Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Pupils should be taught to 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</p>	<p>Pupils should be taught to describe and understand key aspects of physical geography, including volcanoes and earthquakes and the water cycle.</p> <p>Pupils should be taught to describe and understand key aspects of human geography, including types of settlement and land use.</p> <p>Pupils should be taught to understand</p>	<p>Pupils should be taught to 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)</p> <p>Pupils should be taught to use fieldwork to observe, measure, record</p>

	<p><i>- Investigate places in the world through use of simple resources e.g. stories, pictures, film, objects</i></p> <p><i>- Begin to use basic geographical vocabulary</i></p> <p><i>- Begin to use simple locational language - above, below, near, far, next to</i></p>	<p>Pupils should be taught to name, locate and identify</p> <ul style="list-style-type: none"> <li>- the four countries of the United Kingdom</li> <li>- the four capital cities of the United Kingdom</li> <li>- the surrounding seas of the United Kingdom.</li> </ul> <p>Pupils should understand geographical similarities and differences through studying the human and physical geography of a small area of the United</p>	<p>- locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Pupils should be taught to 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.</p>	<p>name and locate</p> <ul style="list-style-type: none"> <li>-counties and cities of the United Kingdom</li> <li>- geographical regions and their identifying human and physical characteristics</li> <li>-key topographical features (including hills, mountains, coasts and rivers)</li> <li>- land-use patterns and understand how some of these aspects have changed over time.</li> </ul> <p>Pupils should be taught to describe and</p>	<p>human characteristics, countries, and major cities.</p> <p>Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America.</p> <p>Pupils should be taught to describe and understand key aspects of physical geography, including rivers.</p>	<p>geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.</p> <p>Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p>	<p>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.</p> <p>Pupils should be taught to use 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</p> <p>Pupils should be taught to describe and</p>
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		<p>Kingdom, and of a small area in a contrasting non-European country.</p> <p>Pupils should be taught to identify</p> <ul style="list-style-type: none"> <li>- seasonal and daily weather patterns in the United Kingdom</li> <li>- the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul> <p><i>- Explore simple maps</i></p> <p><i>- Recognise a world map</i></p>	<p>Pupils should be taught to use world maps, atlases and globes to name, locate and identify</p> <ul style="list-style-type: none"> <li>- the four countries of the United Kingdom</li> <li>- the four capital cities of the United Kingdom</li> <li>- the surrounding seas of the United Kingdom</li> <li>- the continents of the world</li> <li>- the five oceans of the world.</li> </ul> <p><i>- Use an atlas to locate specific places</i></p>	<p>understand key aspects of physical geography, including mountains</p> <p>Pupils should be taught to describe and understand key aspects of human geography, including the distribution of natural resources such as energy, food, minerals and water.</p> <p><i>- Use a variety of maps to locate specific places and features</i></p>	<p><i>- Use a variety of maps to locate specific places or features</i></p> <p><i>- Use a variety of maps to extract information</i></p> <p><i>- Locate and label places on a map</i></p> <p><i>- Use an atlas index effectively (Simple grid references)</i></p> <p><i>- Identify geographical similarities and differences through comparison</i></p> <p><i>- Express views about geographical issues</i></p>	<p>(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><i>- Use a variety of maps to locate specific places or features</i></p> <p><i>- Use geographical symbols and keys to extract information from maps</i></p> <p><i>- Locate and label places on a map</i></p>	<p>understand key aspects of physical geography, including climate zones, biomes and vegetation belts</p> <p>Pupils should be taught to describe and understand key aspects of human geography, including economic activity and trade links</p> <p><i>- Use a variety of maps to locate specific places or features</i></p> <p><i>- Use geographical symbols and keys to extract</i></p>
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		<p><i>geographical likes and dislikes</i></p> <ul style="list-style-type: none"> <li>- Identify daily weather patterns in the UK</li> <li>- Identify seasonal weather patterns in the UK</li> <li>- Identify hot and cold areas of the world</li> <li>- Use basic geographical vocabulary</li> <li>- Use simple locational language - above, below, near, far, next to</li> </ul>	<ul style="list-style-type: none"> <li>- Use simple directional language – right, left, forward, turn</li> <li>- Use the four compass directions</li> <li>- Read a simple map with a basic key</li> <li>- Draw a simple map with a basic key</li> <li>- Undertake simple fieldwork</li> <li>- Ask and answer simple geographical questions</li> <li>- Use geographical sources</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and understand key aspects of physical geography</li> <li>- Describe and understand key aspects of human geography</li> <li>- Use the eight compass directions</li> <li>- Read a map with a key</li> <li>- Draw a map with a key</li> <li>- Undertake fieldwork to investigate an area</li> <li>- Use geographical sources</li> </ul>	<p><i>photographs, maps</i></p> <ul style="list-style-type: none"> <li>- Investigate geographical data</li> </ul>	<p><i>human geography</i></p> <ul style="list-style-type: none"> <li>- Use geographical sources effectively e.g. aerial photographs, information texts, photographs, maps</li> <li>- Undertake geographical enquiry</li> <li>- Investigate and analyse geographical data</li> </ul>	<ul style="list-style-type: none"> <li>- Use geographical sources effectively e.g. aerial photographs, information texts, photographs, maps</li> <li>- Undertake geographical enquiry</li> <li>- Investigate, analyse and draw conclusions from geographical data</li> <li>- Use fieldwork to observe, measure and record geographical information</li> </ul>
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