



**EYFS**

<p><b>Statutory Education Programme – Involves guiding children to:</b></p> <ul style="list-style-type: none"> <li>• Make sense of their physical world and their community.</li> <li>• Participate in frequent and a range of experiences to increase their knowledge and sense of the world around them.</li> <li>• Listening to a broad selection of stories, non-fiction, rhymes and poems, which will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</li> <li>• Build important knowledge, extending their familiarity with words that support understanding across domains.</li> </ul>	<p><b>Early Learning Goal People, Culture and Communities</b> By the end of Reception children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>	<p><b>Early Learning Goal: The Natural World</b> By the end of Reception children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
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**Year 1/2**

**Year 3/4**

**Year 5/6**

<p>Pupils should be taught to:</p> <p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>• name and locate the world’s seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use basic geographical vocabulary to refer to:             <ul style="list-style-type: none"> <li>○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul>	<p>Pupils should be taught to:</p> <p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul> <p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of:             <ul style="list-style-type: none"> <li>○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>○ 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</li> </ul> </li> </ul> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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.</li> </ul>	<p>Pupils should be taught to:</p> <p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul> <p><b><u>Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of:             <ul style="list-style-type: none"> <li>○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>○ 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</li> </ul> </li> </ul> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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.</li> </ul>
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Year	Geographical Enquiry	Physical Geography	Human Geography	Place and Location Knowledge	Geographical Skills and Fieldwork	Map and Atlas Work
EYFS	<p>Use a range of senses to explore and describe the natural world around them.</p> <p>Ask questions and comment upon a range of environments, both their local and national regions.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Name specific natural features of the world e.g. mountain, river.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important process in the natural world around them e.g the seasons, weather patterns</p>	<p>Name specific man made features of the world e.g. house, school, church.</p>	<p>Know that there are different countries in the world and talk about the differences that they have experienced or seen in photographs.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Explore their local environment based on what they can smell, see, hear and touch.</p>	<p>Draw information from a simple map.</p> <p>Describe their immediate environment using knowledge from non fiction texts and maps.</p>
1	<p>Say what they like about their locality</p> <p>Answer some questions using different resources, such as books, the internet and atlases</p> <p>Think of a few relevant questions to ask about a locality</p> <p>Answer questions about the weather</p>	<p>Explain how the weather changes with each season</p> <p>Identify micro-habitats and the creatures you might find there.</p> <p>Identify basic physical features in locations eg. hill, forest, season, weather, beach, coast</p> <p>Compare weather patterns with own locality and places abroad (Norway, Australia and Nigeria)</p>	<p>Name key features associated with a town or village, e.g. city, town, village, house, shop (in locality)</p> <p>Name key features associated with a town or village abroad e.g. port, snow fences</p> <p>Know something about the people who live in hot and cold places eg. Norway, Singapore and Australia</p>	<p>Understand where we live as part of something bigger eg. Oldbury in England in the UK</p> <p>Understand that depending on location, countries have different temperatures and weather patterns (Norway, Australia and Nigeria).</p> <p>Identify the four countries making up the United Kingdom</p> <p>Name the capital cities in the four countries of the and some towns</p>	<p>Explore forest area to identify a range of habitats.</p> <p>Make justifications as to why these habitats are suitable for the creatures found there.</p> <p>Record rainfall over a period of time focusing on different areas.</p> <p>Make predictions about which areas will receive the most/least rainfall.</p> <p>Use locational and directional language (eg. near and far, left and right, forwards, backwards) to</p>	<p>Draw simple maps of the local area/school using own symbols.</p> <p>Describe a journey when given a simple route map eg, turn left at the phone box.</p> <p>Find where they live on a map of the UK</p> <p>Locate and plot litter hotspots</p> <p>Locate countries on a world map and use directional vocabulary</p>

					<p>describe locations/features on a map/route</p> <p>Identify key landmarks within the local area.</p> <p>Describe the location of features and routes on maps.</p> <p>Use photographs to recognise landmarks and basic human and physical features in the local area</p> <p>Use simple fieldwork and observational skills to study the geography of their school and local area.</p>	<p>such as near far making reference to UK.</p> <p>Identify hot and cold areas of the world in relation to the Equator and the North and South Poles</p>
2	<p>Label a diagram or photograph using some geographical words</p> <p>Find out about a locality by using different sources of evidence</p> <p>Ask questions such as 'Where is it? What is it like?'</p> <p>Say what they like and don't like about their locality and another locality like the seaside (St Ives)</p> <p>Use different resources, such as</p>	<p>Explain the main features of a hot and cold place</p> <p>Describe some physical features of their own locality</p> <p>Understand different regions have different natural resources which can be used for building</p> <p>Describe a place outside Europe using geographical words</p> <p>Describe the key features of a place, using: ocean, sea, river, soil, valley, vegetation, mountain, cliff</p>	<p>Know something about the people who live in hot and cold places eg. New Delhi</p> <p>Describe some human features of their own locality, such as the jobs people do, types of buildings including use as well as architecture.</p> <p>Explain how the jobs people do may be different in different parts of the world</p> <p>Know that some people might spoil the area/make it better</p> <p>Use vocabulary: factory, farm, office, port, harbour</p>	<p>Name the 7 continents of the world and find them in an atlas</p> <p>Name the world's 5 oceans and surrounding seas of the UK and find them in an atlas</p> <p>Name the major cities of England, Wales, Scotland and Ireland and increasing numbers of towns within the UK (St Ives - coastal and Aviemore - mountainous)</p> <p>Locate North/South Poles/Equator and know where the UK sits in relation to these.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use 4 simple compass directions (NSEW) to describe location of features</p> <p>Further develop fieldwork and observational skills to study the key human and physical features of a nearby city (Birmingham)</p>	<p>Use an infant atlas/map and globe to identify countries in the UK and places they have heard of.</p> <p>Use world maps, infant atlases and simple globes to identify the UK and continents.</p> <p>Identify the five oceans, North and South Pole and Equator on a globe.</p> <p>Use simple compass directions (North, East, South and West) for routes on a map.</p>

books, the internet and atlases				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 (New Delhi, India)	Devise a simple map; and use and construct basic symbols in a key.
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Year	Geographical Enquiry	Physical Geography	Human Geography	Place Knowledge Location Knowledge	Geographical Skills and Fieldwork	Map and Atlas Work
3	<p>Use correct geographical words to describe a place and the events that happen there</p> <p>Ask questions such as 'Where is it? What is the land used for? Why is the place like it is?'</p>	<p>Understand the water cycle</p> <p>Understand how flooding occurs</p> <p>Know key topographical features: rivers, hills, mountains, valleys, coasts, upland, lowland</p> <p>Identify ecosystems focusing on marine biomes in particular (estuaries, salt marshes, and mangrove forests, abyssal plain, deep sea).</p> <p>Recognise and explain what an ocean trench is</p>	<p>Confidently describe human features in a locality</p> <p>Explain why a locality has certain human features ie. Why do people live near rivers despite the risk of flooding? (eg. food, land use, economic activity, travel)</p> <p>Understand detrimental impact of human activity on the environment (plastic pollution)</p>	<p>Name and locate counties and cities in the UK (linked to rivers running through them)</p> <p>Name and locate some well-known European countries and major cities (Italy, Rome)</p> <p>Understand land use patterns in the UK (rivers) ie cities and towns built around rivers.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Oldbury), a region in a European country (Italy)</p> <p>Understand where different marine ecosystems are found e.g. estuaries and salt</p>	<p>Use the eight points of a compass</p> <p>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 (rivers)</p> <p>Draw and label diagrams of rivers using accurate geographical vocabulary</p> <p>Observe a local body of water and record any signs of water pollution.</p>	<p>Use letter/number co-ordinates on a grid (four figure) on simple maps to locate features.</p> <p>Recognise simple keys and their importance</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied including topographical information (European).</p> <p>Begin to understand scale on a map.</p>

		<p>Identify the features of ocean trenches – pressure 1000 x greater than surface, dark, no photosynthesis.</p>		<p>marshes are found closer to land</p> <p>Name and locate the world's oceans, seas and marine trenches.</p>		<p>Introduce the use of a large OS map to follow a river and identify human and physical features</p> <p>Use four figure grid references to locate human and physical features.</p> <p>Use digital mapping, globes, atlases and grid references (alpha-numerical) to locate ocean trenches</p>
4	<p>Identify the human and physical features of cities and villages</p> <p>Make comparisons and express opinions between places at a larger scale eg. compare population data across two contrasting places (UK and Canada)</p> <p>Use tables and graphs to gather information eg. temperature and climate</p> <p>Pose questions about a given place e.g. what is the land used for? Why do people live here?</p>	<p>Describe and understand key aspects of earthquakes and volcanoes and their effect on other features eg. soil, vegetation, extinct, dormant, active, aftershock etc</p> <p>Know the layers of the earth and that the crust consists of tectonic plates.</p> <p>Know how volcanoes are formed and earthquakes occur making reference to plate tectonics.</p> <p>Explore the following biomes: tundra, desert, grassland, taiga and temperate forests.</p>	<p>Explain why a locality has certain human features ie. Why do people live near volcanoes? (eg. food, land use, economic activity)</p> <p>Understand the impact humans have on natural resources and the environment and how the world's resources are being depleted (deforestation etc)</p> <p>Understand why people settle where they do (e.g. Canada – space, natural resources: freshwater, timber; natural beauty.</p>	<p>Identify the position of Equator, latitude, longitude, Northern Hemisphere, Southern Hemisphere, Arctic/Antarctic Circle</p> <p>Know where Canada is situated on a world map and identify the major cities, territories and provinces. Compare latitude with UK and make links to climate.</p> <p>Indicate tropical, temperate and polar climate zones on a map in relation to weather/food production/natural resources etc (Rainforests)</p>	<p>Record data using field sketches, tables and charts eg. types of industry in ports/market towns/resorts</p> <p>Label the same features on an aerial photograph as on a map</p> <p>Case study Vesuvius. – physical features, location and land use.</p> <p>Continue to use the 8 compass points confidently</p>	<p>Locate Equator, Tropic of Cancer and Capricorn on a map.</p> <p>Use a four figure grid references</p> <p>Use appropriate symbols to represent different physical features on a map</p> <p>Begin to use other information within atlases to find out other features eg. the wettest part of a place/world, largest population</p>

	<p>Why are places more/less densely populated?</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes.</p> <p>Understand how weather patterns affect climate (linked to Capricorn and cancer - seasons)</p> <p>Describe the climate of a region and how plants and animals have adapted to it</p> <p>Understand how climate and vegetation are connected to biomes</p> <p>Explain some ways biomes are valuable, under threat and how they can be protected (rainforest)</p>	<p>Identify reasons why people migrate</p>	<p>Identify 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 (Rainforests vs temperate, deciduous forests)</p> <p>Explain how the water cycle works with added process of transpiration</p> <p>Know where volcanoes and earthquakes are commonly found (along plate boundaries especially Ring of Fire in Pacific)</p>		<p>Locate the Ring of Fire and other notable volcanoes on a world Map using atlases using longitude and latitude.</p> <p>Locate places on a world map using longitude and latitude (UK and Canada)</p> <p>Understand scale on a map comparing UK and Canada looking at both landmass and population.</p>
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Year	Geographical Enquiry	Physical Geography	Human Geography	Place Knowledge Location Knowledge	Geographical Skills and Fieldwork	Map and Atlas Work
5	<p>Find possible answers to their own geographical questions</p> <p>Investigate a place at a larger scale making comparisons with own locality and other places previously studied - East Africa</p>	<p>Explain how a location fits into its wider geographical location with reference to physical features</p> <p>Key topographical features (including hills, mountains, volcanoes, coasts and rivers), and land-use patterns – in greater detail linking volcanoes and tourism.</p>	<p>Explain how a location fits into its wider geographical location with reference to human and economical features (Black Country)</p> <p>Know how humans have exploited and changed the landscape and natural resources for economic gain.</p>	<p>Name and locate many of the world's most famous mountain regions on maps</p> <p>Identify similarities and differences of human and physical geography of the local area and how it has changed over time eg.</p>	<p>Use photographs, maps and fieldwork to record and present changes within the local area over time (Black Country).</p> <p>Compare a variety of aerial photos and maps of the same location or area.</p>	<p>Continue to use atlases, globes and digital mapping in relation to their learning</p> <p>Use topographical maps and satellite images to identify aspects of human and physical geography eg.</p>

	<p>Investigate how human activity changes the physical features of a place over time.</p> <p>Investigate the significance of own location – Black Country was the powerhouse in Victorian Britain.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts</p> <p>Describe and understand the aspects of physical geography to include the formation of mountains, focusing on Mount Kilimanjaro and the physical features of the Antarctic – glaciers, crevasses, ice caps, permafrost</p>	<p>Identify changes to an environment over time due to human activity (agriculture to industrialisation to urbanisation).</p> <p>Understand the impact humans have on natural resources and the environment – climate change, oceans</p> <p>Explain what a place might be like in the future, taking account of issues impacting on human features eg climate change in the Antarctic</p>	<p>temperature and weather (Climate Change – Antarctica/Black Country)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night)</p> <p>Extend understanding of the world to include a study of a location in East Africa (Tanzania) – poverty, agriculture, leisure</p> <p>Identify which countries own part of the arctic circle and explain the economic interest in the area.</p>	<p>Extend to 6 figure grid references with teaching of latitude and longitude in depth to locate cities and features.</p> <p>Use fieldwork to observe, measure, record and present how human and physical features in the Black Country have changed over time.</p>	<p>rainfall, population density, agriculture and elevation above sea level (East Africa)</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Describe and use key symbols on an OS map (explorer)</p> <p>Plan a route using an OS map</p> <p>Look at the globe / map of the world from another perspective – top down to encompass the arctic circle.</p>
6	<p>Suggest questions to investigate about a place</p> <p>Draw conclusions and create graphs from data collected and presented</p>	<p>Give extended descriptions of the physical features of different places around the world</p> <p>Understand how climate and vegetation are connected to biomes</p>	<p>Give an extended description of the human features of different places around the world -</p> <p>Identify the types of jobs people might have based on the human and physical features available (Russia)</p>	<p>Name and locate the world's countries, using maps to focus on Europe and North and South America, including their cities</p> <p>Name a number of countries in the Northern and Southern Hemisphere</p>	<p>Select sources of information for different purposes and explain choices</p> <p>Collect data about an area, including the use of graphs and tables.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Confidently use 6 figure grid references</p>

	<p>Make inferences about a given location based on a range of sources to include: maps and photographs.</p> <p>Explore why countries experience day and night</p> <p>Explore why some countries have distinct seasons whilst others don't</p>	<p>Describe the climate of a region and how plants and animals have adapted to it</p> <p>Know how volcanoes are formed due to hot spots in the Earth's crust (previously year groups have focused on convergent and divergent plates).</p> <p>Explain the process of a volcano's life span and cycle of volcanism as the tectonic plate moves across the hot spot.</p>	<p>Know about types of settlement and land use (industry), economic activity including trade links and the distribution of natural resources including energy</p>	<p>Locate and name the main countries in South America on a world map and atlas</p> <p>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>Explain how time zones work referencing the Earth's orbit around the sun and axis.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia and its surrounding neighbours).</p>	<p>Compare with another country focusing on population density, types of jobs and landscape.</p>	<p>Begin to use other information within atlases to find out other features eg. the largest population density</p> <p>Use OS maps to find Prime, Meridian and Greenwich (time zones)</p> <p>Plot a route on a world map referencing the cities, countries and oceans.</p> <p>Compare two contrasting countries in terms of scale. Identify the trends this may show. E.g. people are more spread out.</p> <p>Interpret information from a world map with a time zone layer.</p>
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