



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>AUTUMN</b>	<p>*comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>*can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>*talks about why things happen and how things work</p> <p>*developing an understanding of growth, decay and changes over time</p> <p>*shows care and concern for living things and the environment</p>	<p>*name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>*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</p> <p>*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>*(H) describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquake, and the water cycle.</p>	<p>*(LK) 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>*(S) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>*(LK) 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</p> <p>*(LK) 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</p>	<p>*(LK) 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>*(H) describe and understand key aspects of: 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</p>
	<p>*Place</p> <p>*Space</p> <p>*Scale</p> <p>*Environment</p> <p>*Interconnections</p> <p>*Physical and Human processes</p>	<p><b>*Place</b></p> <p>*Space</p> <p>*Scale</p> <p>*Environment</p> <p><b>*Interconnections</b></p> <p>*Physical and Human processes</p>	<p><b>*Place</b></p> <p><b>*Space</b></p> <p>*Scale</p> <p>*Environment</p> <p>*Interconnections</p> <p>*Physical and Human processes</p>	<p><b>*Place</b></p> <p>*Space</p> <p>*Scale</p> <p>*Environment</p> <p>*Interconnections</p> <p><b>*Physical and Human processes</b></p>	<p>*Place</p> <p><b>*Space</b></p> <p><b>*Scale</b></p> <p>*Environment</p> <p>*Interconnections</p> <p>*Physical and Human processes</p>	<p><b>*Place</b></p> <p>*Space</p> <p><b>*Scale</b></p> <p>*Environment</p> <p>*Interconnections</p> <p>*Physical and Human processes</p>	<p>*Place</p> <p>*Space</p> <p>*Scale</p> <p><b>*Environment</b></p> <p>*Interconnections</p> <p><b>*Physical and Human processes</b></p>
<b>SPRING</b>	<p>*looks closely at similarities, differences, patterns &amp; change.</p>	<p>*use basic geographical vocabulary to refer to:</p> <p>*key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>*key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>*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</p>	<p>*(PK) Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North and South America.</p> <p>*(F) 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</p>	<p>*(P) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>*(PK) 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</p>	<p>*(H) describe and understand key aspects of: 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</p>



	*Place *Space *Scale *Environment *Interconnections *Physical and Human processes	*Place <b>*Space</b> *Scale <b>*Environment</b> *Interconnections *Physical and Human processes	*Place *Space *Scale *Environment <b>*Interconnections</b> <b>*Physical and Human processes</b>	*Place <b>*Space</b> <b>*Scale</b> *Environment *Interconnections *Physical and Human processes	*Place *Space *Scale <b>*Environment</b> *Interconnections <b>*Physical and Human processes</b>	*Place <b>*Space</b> *Scale *Environment <b>*Interconnections</b> *Physical and Human processes	*Place <b>*Space</b> *Scale *Environment <b>*Interconnections</b> *Physical and Human processes
<b>SUMMER</b>	ELG: The World *children know about similarities & differences in relation to places, objects, materials & living things They talk about the features of their own immediate environment & how environments might vary from one another *they make observations of animals & plants & explain why some things occur & talk about changes	*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 *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 *key human features, *use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map	*name and locate the world's 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 *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	*(LK) 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) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	*(P) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	*(S) 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 *(F) 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. *(S) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	*Place *Space *Scale *Environment *Interconnections *Physical and Human processes	*Place *Space <b>*Scale</b> *Environment *Interconnections <b>*Physical and Human processes</b>	*Place *Space <b>*Scale</b> *Environment *Interconnections *Physical and Human processes	*Place *Space *Scale <b>*Environment</b> <b>*Interconnections</b> *Physical and Human processes	*Place *Space *Scale <b>*Environment</b> <b>*Interconnections</b> *Physical and Human processes	*Place *Space *Scale <b>*Environment</b> <b>*Interconnections</b> <b>*Physical and Human processes</b>	*Place *Space <b>*Scale</b> *Environment *Interconnections *Physical and Human processes