

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<p>To understand where I live in the local area.</p> <p>To locate our school in our local area.</p> <p>To understand what weather forecasts show.</p> <p>To understand what an 'aerial view' shows.</p> <p>To name the four countries of the UK.</p> <p>To name some capital cities of the UK.</p>	<p>To name and locate the world's 7 continents and 5 oceans.</p> <p>To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>To name and locate the countries and cities of the UK.</p> <p>To name and locate some of the counties of the UK.</p> <p>To name and locate areas of high ground in the UK.</p> <p>To locate Italy on a map.</p>	<p>To identify areas of the world containing rainforests.</p> <p>To describe the key aspects of a tropical climate.</p> <p>To explain the position and significance of the Equator, Northern/Southern Hemispheres.</p> <p>To name and locate the main rivers of the UK.</p> <p>To identify the ways that London has changed over time.</p> <p>To explain the position and significance of the Prime Meridian.</p> <p>To explain the position and significance of time zones within Europe.</p>	<p>To name and locate the key rivers of the UK and the World.</p> <p>To locate North America on a map.</p> <p>To explain the position and significance of time zones North America.</p> <p><i>To describe the key features of the polar regions and compare them to UK. *</i></p>	<p>To identify the countries and capital cities of Europe in WW2 (inc Russia).</p> <p>To identify the countries and main cities of South America.</p> <p>To identify lines of latitude and longitude and world time zones.</p> <p>To identify the position of the tropics of Cancer and Capricorn.</p> <p>To understand how coastal features are formed.</p> <p>To identify coastal features of the UK and how they have changed.</p> <p>To explain how borders (UK/European) have changed over time.</p> <p>To describe how the UK has changed over time.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place knowledge	<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 that some places are special to members of their community</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>To understand the differences between town and countryside.</p> <p>To compare two capital cities.</p>	<p>To understand where Zimbabwe is in the world.</p> <p>To understand what life is like for people living in Zimbabwe.</p> <p>To compare schools in Zimbabwe to schools in the UK.</p> <p>To understand what Zimbabwean culture is like.</p> <p>To understand the different types of farming in Zimbabwe.</p> <p>To compare what life is like in different cities.</p>	<p>To compare the human and physical features of a UK region to that of a European country.</p> <p>To compare the climate of a Western European region with a region of the UK.</p> <p>To compare the human geography of a Western European region with a region of the UK.</p>	<p>To compare the physical geography around rivers in Liverpool, London and a European city.</p> <p>To compare the human geography around rivers in Liverpool, London and a European city.</p>	<p>To compare the climate of North American regions with that of our own area.</p> <p>To compare the human geography of North American regions with that of our own area.</p> <p>To identify, compare and contrast human and physical geographical features of a region of North America to a region of the UK.</p>	<p>To compare the climate of South American regions with that of our own area.</p> <p>To compare the human geography of South American regions with that of our own area.</p> <p>To compare the human geography of Western European regions with regions of the UK.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and physical geography	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>To understand what the weather is like in our country.</p> <p>To understand the different seasons in a year.</p> <p>To understand the dangers of weather.</p> <p>To understand what hot and cold countries are like.</p> <p>To understand the North and South Poles are cold areas of the world.</p> <p>To begin to use basic geographical vocabulary.</p>	<p>To understand what a National Park is.</p> <p>To use keywords to describe seaside locations including human and physical features.</p> <p>To describe a seaside town in the UK.</p> <p>To relate hot and cold areas of the world to the Equator and Poles.</p> <p>To use geographical vocabulary to refer to key human and physical features of our town.</p>	<p>To describe what geographical features are found underground.</p> <p>To explain how volcanoes are formed.</p> <p>To explain how volcanoes affect people’s lives.</p> <p>To explain what causes earthquakes and how they are measured.</p> <p>To describe and understand key aspects of mountains.</p>	<p>To explain why settlements develop in certain locations.</p> <p>To compare land use in different settlements.</p> <p>To explain what settlers need.</p> <p>To describe the features of the rainforest layers.</p> <p>To describe and understand some key aspects of climate zones.</p> <p>To describe and understand key aspects of the water cycle.</p>	<p>To describe the ways rivers are used.</p> <p>To explain how erosion and deposition works in rivers.</p> <p>To describe the key features of a river system.</p> <p>To describe and understand key aspects of trade links.</p> <p>To describe and understand key aspects of the distribution of natural water resources.</p> <p>To describe and understand key aspects of distribution of food.</p> <p>To describe and understand key aspects of energy distribution.</p>	<p>To explain how and why landscapes change over time.</p> <p>To describe and understand key aspects of climate zones.</p> <p>To understand key aspects of biomes and vegetation belts. +</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and fieldwork	<p>Draw information from a simple map.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Use all their senses in hands-on exploration of natural materials</p>	<p>To draw a simple map.</p> <p>To understand what our classroom looks like.</p> <p>To understand the route that we take to school (including key human and physical features).</p> <p>To begin to recognise map symbols.</p> <p>To begin to use directional language.</p>	<p>To use an atlas to identify the UK and its countries.</p> <p>To use maps, atlases and globes to identify Zimbabwe, the 7 continents and 5 oceans.</p> <p>To use a map to find seaside locations.</p> <p>To use a map to follow a seaside walking route.</p> <p>To use simple compass directions to help describe a route.</p> <p>To devise a simple map using a key.</p>	<p>To use atlases to name and locate the countries and cities of the UK.</p> <p>To use maps, atlases and digital mediums to name and locate some of the counties of the UK.</p> <p>To use fieldwork to observe human and physical features in the local area using sketch maps and digital technologies.</p>	<p>To use maps, atlases and digital mediums to identify Liverpool, London and Paris.</p> <p>To use maps, atlases and globes to identify rainforest localities.</p> <p>To use an atlas to locate the main rivers of the UK and Europe.</p> <p>To use fieldwork to observe and measure human and physical features in the local area using sketch maps and plans.</p>	<p>To examine the features of a river (secondary sources).</p> <p>To use maps and atlases to identify and locate world and UK rivers.</p> <p>To use fieldwork to observe, measure and record human and physical features in the local area using sketch maps, plans and graphs.</p>	<p>To find information in an atlas using the index.</p> <p>To use a key to describe the features on an OS map.</p> <p>To use the eight compass points to describe routes on a map.</p> <p>To use four or six-figure grid references to locate places on a map.</p> <p>To plan a journey using the 8 compass points and 4/6figure grid references.</p> <p>To describe how maps have changed over time.</p> <p>To use fieldwork to observe, measure, record and present human and physical features in the local area using sketch maps, plans and graphs and digital technologies.</p>

*review 2022/23 curriculum