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|  | **Locational Knowledge** | **Place and Directional Knowledge** | **Human and Physical Features** | **Geographic Skills** |
| **2-3** | Explore and respond to different natural phenomena in their setting and on trips.  (Understanding the World) | Begins to remember their way around familiar environments  (Understanding the World) |  | Explores how things look from different viewpoints including things that are near or far away  (Understanding the World) |
| **3-4**  **Nursery** | Know that there are different countries in the world and talk about the difference they have experienced or seen in photos  (Understanding the World) | Responds to some spatial & positional language  (Maths)  Responds to and uses language of position and direction  (Maths) | Notices detailed features of objects in their environment  (Understanding the World) | Explores how things look from different viewpoints including things that are near or far away  (Understanding the World) |
| **4-5**  **Reception** | **Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class**  (Understanding the World)  **Explain some similarities/ differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.**  (Understanding the World)  **Talk about the lives of the people around them and their roles in society**  (Understanding the World) | Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints  (Understanding the World) | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world  (Understanding the World)  **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, maps;**  (Understanding the World) | May enjoy making simple maps of familiar and imaginative environments, with landmarks  (Maths) |
| **Year 1** | I can locate UK on a world map and globe with support  I can locate London on a map of the UK  I can locate continents on globe  I can locate and name my local area, London and the country in which they live on a map | I can follow a route around school using simple directional vocab: far, near, left, right, forward  I can follow a route around school using simple directional vocab: *far, near, left, right, forward* | I can use simple geographical language to describe familiar physical features  I can recognise difference between human/physical features  I can compare two local places and describe similarities/differences  I can notice some patterns in local human geographical features: *post boxes are always red* | I can make simple maps and plans  I can ask simple geographical questions when visiting a local place/location  I can make a simple pictorial map of familiar places  I can recognize familiar features on a local map and begin to know basic symbols for key features  I can recognise familiar objects from above  I can recognise the school/home on online aerial map/street view  I can explore maps of the local area and recognise familiar features  I can make simple drawings of familiar places  I can ask and answer questions and share my opinions verbally about a familiar place |
| **Year 2** | I can locate the 4 UK countries and capitals, and North London on a UK Map  I can locate 7 continents & 5 oceans  I can locate hot and cold places on a globe and map in relation to the equator and the North and South poles | I can describe a familiar journey using directional language: *North, South, East, West*  I can carefully observe local area and make labelled diagrams  I can create simple plan view diagrams of familiar objects | I can use geographical language to describe a range of human features: *country, capital, port, factory, town, city, village,*  I can recognize difference between human/physical features  I can compare two places (UK and non-European) and describe key similarities and differences | I can find a local place/landmark on an online map  I can know the standard symbols for key features on a map eg: city  I can use basic symbols to represent familiar features on own map on immediate area  I can make a map of their local area showing some familiar features  I can use basic symbols to represent familiar features on own map  I can know the standard symbols for key features on a map and draw information from them  I can make notes of observations to answer questions  I can give an opinion/express a preference about the local area |
| **Year 3** | I can identify northern/southern hemispheres/poles on a globe  I can name the countries and cities of the UK  I can know that continents are made up of countries: eg Egypt/Africa | I can use 4 points on a compass to describe a familiar route/journey using distance vocabulary | I can understand how physical geography has changed over time including key topographical features  I can begin to explain how physical and human geography has changed over time  I can ask questions about the effects of human geography  I can match geographical regions to their identifying human and physical characteristics  I can explain how some of these aspects have changed over time.  I can use human and physical features to compare and contrast two regions of the UK e.g. London and Clacton | I can use geographical vocab relevant to topics  I can draw maps of familiar places and locations more accurately  I can use an atlas to locate a place  I can use online mapping tools to locate famous landmarks  I can use keys to find/identify specific features on a map  I can draw a plan view map of a familiar room using a simple key  I can draw plan view maps using a key  I can fluently use a variety of maps (online, atlas)  I can make more detailed field sketches/diagrams of local area  I can devise simple questionnaires to answer a geographical question recorded using tally method  I can suggest improvements to the school and/or local area  I can give an opinion on reasons for changes in familiar places *e.g. new buildings, parks* |
| **Year 4** | I can locate European countries using maps  I can locate the countries and capitals of Europe using maps  I can understand the different environmental regions and physical and human features of significant places  I can begin to understand further map features eg latitude/longitude and scale  I can explain how land borders change over time eg Russia/USSR | I can use 4 compass points to combine direction and distance to describe a route  I can use simple co-ordinates to locate a place on a grid  I can use further features (latitude/longitude and scale) to read maps | I can describe aspects of physical geography eg: volcanoes and earthquakes - plate tectonics and the ring of fire.  I can describe and compare Human geography of today and ancient Rome  I can understand geographical similarities and differences through studying the geography of the United Kingdom and a European country.  I can compare and contrast the human geography to different locations and time periods (Anglo-Saxons, Rome and today) | I can use a detailed map to identify key human and physical features of a European country  I can use appropriate geographic vocabulary  I can use an online map tools to explore an unfamiliar location  I can use Standard OS map key/symbols to identify features and compare these with other maps  I can express my own views about places and features studied  I can notice geographical patterns in the UK and suggest reasons for them  I can use geographical vocab relevant to topics  I can use a grid to draw an accurate map  I can ask questions that relate to observations: why is the road always dug up here |
| **Year 5** | I can identify the key countries and principal cities of Europe using latitude/longitude and time zones  I can locate the main countries in North or South America.  I can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn  I can identify the key countries and principal cities of Europe and the Americas  I can identify the position and significance of latitude/longitude and the Greenwich Meridian. | I can use 8 points on a compass to describe a route using distance | I can compare a region in UK with a region in S. America  I can use a detailed map of South America to identify key human and physical features.  I can describe and understand key aspects of a continent:   * Physical geography including coasts, rivers, climate zones, biomes and vegetation belts. * Human geography including distribution of natural resources, land use.   I can understand natural resources are affected by climate change  I can explain global geographical issues around human settlement - *country side or cities*  I can describe and understand key aspects of human settlement   * Physical geography including coasts, rivers * Human geography including distribution of natural resources, land use | I can use Standard OS and online maps with layers to compare features and data  I can compare different map keys I can use 4 figure map references  I can create an annotated map (to scale) to explain the pattern of movement and change  I can use 4 figure map references  I can create an annotated map/field sketch to explain human settlement  I can conduct a land use survey |
| **Year 6** | I can identify Europe countries and their key human and physical characteristics and cities.  I can name and locate the key topographical features using maps  I can understand how these features have changed over time  I can identify key places across the world related to topics  I can locate countries and their capital cities from around the word  I can understand how these features have changed over time | I can research and compare the local area with an area in Europe.  I can use 8 points on a compass to describe known and unknown routes  I can use research to compare the local area with various area from around the world.  I can 8 points on a compass and 6 grid references to describe routes and locations. | I can investigate the distribution of natural resources as part of research project.  I can describe the physical, human and resources features of an area. | I can use OS maps with 4 or 6 grid references and identify key features  I can compare old and new maps and map keys  I can use online maps with data layers to answer questions  I can record measurements of physical features: eg rainfall, noise levels  I can use data and display them appropriately (graphs/diagrams) |