

Year group	Investigate places	Investigate patterns	Communicate Geographically
YR	<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them • Recognise some environments that are different to the one in which they live. • Explore the natural world around them. • Understand that some places are special to members of their community. • Draw information from a simple map. 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise that people have different beliefs and celebrate special times in different ways. • Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. • Name and describe people who are familiar to them. • Talk about members of their immediate family and community.
Y1	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Name and locate the world's continents and oceans • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 	<ul style="list-style-type: none"> • Identify land use around the school. • 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. 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1).
Y2	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 	<ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and

	countries and capital cities of the United Kingdom and its surrounding seas.		far) to describe the location of features and routes on a map.
Y3	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Name and locate the countries of Europe and identify their main physical and human characteristics. • Use fieldwork to observe 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. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns 	<ul style="list-style-type: none"> • Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones (concept of time zones is a deep pop task). Describe some of the characteristics of these geographical areas. 	<ul style="list-style-type: none"> • Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
Y4	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • human geography, including: settlements and land use. • Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

<p>Y5</p>	<ul style="list-style-type: none"> • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> • Identify and describe the geographical 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). • Describe geographical diversity across the world. 	<ul style="list-style-type: none"> • 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 the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
<p>Y6</p>	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate the countries of North and South America and identify their main physical and human characteristics. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. 	<ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe how countries and geographical regions are interconnected and interdependent. 	<ul style="list-style-type: none"> • Describe and understand the key aspects of: human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).