

Core Skills:

<p style="text-align: center;">Active Learning</p> <ul style="list-style-type: none"> • To seek out and enjoy challenges • To collaborate with others • To show commitment and perseverance • Assess themselves and others 	<p style="text-align: center;">Basic Skills</p> <ul style="list-style-type: none"> • To speak clearly and convey ideas confidently • To read and communicate ideas in writing efficiently & effectively • To calculate efficiently and apply skills to solve problems • To use new technologies confidently and purposefully 	<p style="text-align: center;">Creative Thinking</p> <ul style="list-style-type: none"> • To ask questions to extend thinking • To generate ideas and explore possibilities • To overcome barriers by trying out alternatives • To connect ideas and experiences in inventive ways
---	---	---

Core Knowledge in bold: (see also knowledge organisers)

EYFS

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field work	Procedural and Disciplinary Knowledge
Understand near and far, left and right, behind and in front.	To begin to appreciate the connections between people and the physical environment. To know that places are physically different all over the world.	To begin to understand about people, culture and communities	Begin to draw plans and sketch maps	To express ideas about a place.

Year 1

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Field work	Procedural and Disciplinary Knowledge
Know the names and location of the four countries that make up the UK. Name the three main seas	Know that some places are hot and some are cold.	Know which is the hottest and coldest season in the UK. Know and recognise main weather symbols	Know their address, including post code. Devise a simple map and use and construct basic symbols in a key.	Mastery Ask simple questions (where is it? What is it like?) Investigate their surroundings and make comparisons between different places Use a range of sources, including aerial photographs and plan perspectives, to

<p>that surround the UK.</p> <p>Know the names of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.</p>		<p>Know the main differences between city, town, and village.</p>		<p>recognise landmarks and basic human and physical features.</p> <p>Observe and record features of their school and grounds through simple field work.</p> <p>Mastery with Greater Depth</p> <p>Ask geographical questions with confidence</p> <p>Investigate their surroundings and comments on patterns and features (with support)</p> <p>Analyse a range of sources and draw conclusions</p> <p>Observe and record the features of their school and recognise human and physical features through field work.</p>
--	--	--	--	---

Year 2

Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Field work	Procedural and Disciplinary Knowledge
<p>Know the names of and locate the seven continents of the world.</p> <p>Know the names of and locate the five oceans of the world.</p>	<p>Know the main differences between a place in England and that of a small place in a non-European country.</p>	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Know the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p> <p>Identify the following physical features: mountain, hill, lake, island, valley, river, cliff, forest, sea, ocean, soil, valley, vegetation, coast and beach.</p> <p>Explain some of the advantages and disadvantages of living in a city or village.</p> <p>Use basic vocabulary of human features including city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Know where the equator, North Pole and South Pole are on a globe.</p> <p>Know which is N, E, S, W on a compass.</p> <p>Know and use terminologies left, right, below, next to (link to maths)</p>	<p>Mastery</p> <p>Ask simple questions (where is it? What is it like?) with teacher support.</p> <p>Investigate their surroundings and make some comparisons between different places.</p> <p>Use a range of sources, including world maps, atlases and globes, to identify the UK and its countries, as well as the countries continents and oceans studied.</p> <p>Observe features of their school and grounds through simple field work.</p> <p>Use and construct basic symbols on a key.</p> <p>Mastery with Greater Depth</p> <p>Beginning to ask their own geographical questions without support.</p> <p>Investigate their surroundings and make some comparisons between different places.</p> <p>Use a range of sources to identify the UK and its countries.</p> <p>Observe features of their school and grounds through simple field work and share opinions with others.</p>

Year 3

Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Field work	Procedural and Disciplinary Knowledge
<p>Know the names of a number of European capitals Paris Berlin Madrid Lisbon Dublin Brussels Amsterdam Rome</p> <p>Know the names of, and locate, a number of South or North American countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Identify the position and significance of the equator and the tropics of cancer and capricorn.</p>	<p>Know key differences between living in the UK and in a country in either North or South America.</p>	<p>Know what is meant by biomes and what are the features of a specific biome.</p> <p>Label layers of a rainforest and know what deforestation is. (Link to fair trade)</p> <p>To know what trade links are, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Know how to use graphs to record features such as temperature or rainfall across the world.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.</p>	<p>Mastery Ask geographical questions Analyse sources of evidence and draw conclusions (with peer support) Beginning to Investigate patterns made by physical and human features Gather information about a country other than the UK using a variety of resources (with peer support) Observe and record the human and physical features through field work</p> <p>Mastery with Greater Depth Ask and respond to geographical questions with confidence Analyse sources of evidence and draw conclusions Investigate patterns made by physical and human features Gather information about a country other than the UK using a variety of resources Observe and accurately record the human and physical features through field work with geographical vocabulary.</p>

Year 4

Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Field work	Procedural and Disciplinary Knowledge
<p>Know the names of, and locate, at least eight major capital cities across the world (as year 3 + Moscow, Warsaw and Prague)</p> <p>Know the names of, and locate, a number of South or North American countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Identify the position and significance of the equator and the tropics of cancer and capricorn.</p>	<p>Know key differences between living in the UK and in a country in either North or South America (Link to Fair trade)</p>	<p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers and mountains.</p> <p>Label layers of a rainforest and know what deforestation is. (Link to fair trade)</p> <p>Know why most cities are located by a river.</p> <p>Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>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.</p>	<p>Mastery</p> <p>Ask and respond to geographical questions. Analyse sources of evidence and draw conclusions. Investigate patterns made by physical and human features. Gather information about South America using a variety of resources.</p> <p>Observe and record the human and physical features through field work.</p> <p>Mastery with Greater Depth</p> <p>Beginning to suggest questions for investigating. Analyse sources of evidence and draw conclusions. Investigate patterns made by physical and human features. Gather information about South America using a variety of resources.</p> <p>Observe and record the human and physical features through field work with geographical vocabulary.</p>

Year 5

Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Field work	Procedural and Disciplinary Knowledge
<p>Know the names of, and locate, at least eight counties and at least six cities in England</p> <p>Know where the main mountain regions are in the UK</p> <p>To name and locate geographical regions of the UK and their identifying physical characteristics including coasts.</p> <p>Know the names of four countries from the southern and four from the northern hemisphere (link to Japan – location of volcanoes.)</p> <p>Identify the position and significance of latitude and longitude.</p>	<p>Know at least five differences between living in the UK and a Mediterranean country.</p>	<p>Know what causes an earthquake.</p> <p>Label the different parts of a volcano.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate European Countries and capitals (map skills).</p> <p>Know and name 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>Mastery</p> <p>Ask geographical questions Analyse sources of evidence and draw conclusions (with peer support) Beginning to Investigate patterns made by physical and human features Gather information about the UK using a variety of resources (with peer support)</p> <p>Observe and record the human and physical features through field work</p> <p>Mastery with Greater Depth</p> <p>Ask and respond to geographical questions with confidence Analyse sources of evidence and draw conclusions Investigate patterns made by physical and human features Gather information about the UK using a variety of resources</p> <p>Observe and accurately record the human and physical features through field work with geographical vocabulary.</p>

Year 6

Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Field work	Procedural and Disciplinary Knowledge
<p>Know about time zones and work out differences.</p> <p>Identify the position and significance of latitude, longitude, Arctic and Antarctic circle.</p> <p>Name and locate counties and cities of the United Kingdom including key topographical features and land use patterns and understand how some of these aspects have changed over time.</p> <p>Know, name and locate the main rivers in the UK.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>	<p>Know the names of and locate some of the world's deserts.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ● the water cycle. ● Types of settlement and land use. <p>Know why industrial areas and ports are important.</p> <p>Know main human and physical differences between developed and developing nations.</p> <p>Describe and understand key aspects of human geography including the distribution of natural resources including food.</p>	<p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers etc.</p> <p>Know what most of the ordnance survey symbols stand for.</p> <p>Know how to use six – figure grid references (map skills).</p>	<p>Mastery</p> <p>Suggest questions for investigating. Analyse sources of evidence and draw conclusions.</p> <p>Investigate and give own reasons for patterns made by physical and human features.</p> <p>Gather information about a location using primary and secondary sources. Observe and record the human and physical features through field work with geographical vocabulary.</p> <p>Mastery with Greater Depth</p> <p>Suggest questions for investigating. Analyse sources of evidence and draw conclusions.</p> <p>Independently investigate patterns made by physical and human features, giving own reasons based on evidence.</p> <p>Gather information about a location using primary and secondary sources.</p> <p>Observe and record the human and physical features through field work with precise vocabulary.</p>

