Geography Progression of Knowledge and Skills

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes, interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS), communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography Progression of Knowledge and Skills-EYFS & Key Stage 1

Sonar Kapow Development Matters ELG NC	**Reception-**	**Year 1**	**Year 2**	**End of Key Stage Expectations (taken from the National Curriculum and EYFS)**
Geographical skills and fieldwork Skills	Ask questions about the world around them. Comment on the features they see in their school and school grounds. Answer simple questions, guided by the teacher. Draw some of the features they notice in their school and school grounds. Express their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Begin to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Begin to use modelled directional vocabulary when describing features in the surrounding environment. Recognise features on maps (real	Start to use world maps, atlases and globes. Begin to use simple compass directions and locational knowledge. Use aerial photos and plans to recognise landmarks. Draw simple maps e.g. of school grounds. Use an atlas to locate the UK. Use a map of the UK to locate the four countries. Begin to use an atlas to locate the four capital cities of the UK. Use a world map and globe to locate two of the world's seven continents (Europe and Asia). Use an atlas to locate the Atlantic Ocean and Pacific Ocean.	Use world maps, atlases and globes. Use simple compass directions and locational language to describe the location of features and routes on a map. Use aerial photos and plans to identify features, human and physical. Devise simple maps and create a key using symbols. Recognise why maps need a title. Use an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents.	UTW ELG (People, culture and communities) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (The Natural World): 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. Understand some important processes and changes in the natural world around them, including the seasons. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,

	or imaginary). Draw real or imaginary maps even if features are indistinguishable. Know that a map is a picture of a place. Know some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).	sing directional language to describe the location of objects in the classroom and playground. Use directional language to describe features on a map in relation to other features (real or imaginary). Respond to instructions using directional language to follow routes. Begin to use the compass points (N, S, E, W) to describe the location of features on a map. Recognise local landmarks on aerial photographs. Recognise basic human features on aerial photographs. Recognise basic physical features on aerial photographs. Draw freehand maps (of real or imaginary places) using simple pictures or symbols. Draw a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Add labels to sketch maps. Use simple picture maps and plans to move around the school.	Use a world map, globe and atlas to locate the world's five oceans. sing locational language and the compass points (N, S, E, W) to describe the location of features on a map. Use locational language and the compass points (N, S, E, W) to describe the route on a map. Use locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Use a map to follow a prepared route. Recognise landmarks of a city studied on aerial photographs and plan perspectives. Recognise human features on aerial photographs and plan perspectives. Recognise physical features on aerial photographs and plan perspectives. Draw a map and using class agreed symbols to make a simple key. Draw a simple sketch map of the playground or school grounds using symbols to represent human and physical	continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 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. 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.

			features. Find a given OS symbol on a map with support. Beginning to draw objects to scale (e.g. show the school playground is smaller than the school or school field). Use an aerial photograph to draw a simple sketch map using basic symbols for a key.	
Geographical skills and fieldwork Knowledge		Know that an aerial photograph is a photograph taken from the air above. Know that atlases give information about the world and that a map tells us information about a place. Know that a map is a picture of a place, usually drawn from above. Know that symbols are often used on maps to represent features. Know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards). Know what a sketch map is.	Know that a globe is a spherical model of the Earth. Begin to recognise world maps as a flattened globe. Know that a compass is an instrument we can use to find which direction is north. Know which direction is N, S, E, W on a map. Know that maps need a title and purpose. Know that maps need a key to explain what the symbols and colours represent. Know that an interview can be a way to find out people's views about their area. Know that a tally chart is a way of collecting data quickly. Know that a pictogram is a chart that uses pictures to show data.	

Human and physical geography Knowledge and Skills	Talk about the features of their own immediate environment and how environments may vary. Observe weather across the seasons. Observe and discussing the effect the changing seasons have on the world around them. Begin to use the names of the seasons in the correct context. Make observations about the features of places (in stories, photographs or in the school grounds/local area). Make observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Know that the terms Spring, Summer, Autumn and Winter are used to describe the season. Know some of the key characteristics of each season. Know that there are four seasons in a year marked by certain weather conditions. Know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). Know some vocabulary to describe	Begin to use basic geographical vocabulary e.g. town, city, beach, forest, sea, mountain. Talk about daily weather and seasonal weather patterns in the UK. Find hot and cold areas in world using atlases. Describe how the weather changes with each season in the UK. Describe the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. know the four seasons of the UK. Know that 'weather' refers to the conditions outside at a particular time. Know that different parts of the UK often experience different weather. Know that a weather forecast is when someone tries to predict what the weather will be like in the near future. Know that weather conditions can be measured and recorded. Recognise some physical features in their locality. Know that physical features means any feature of an area that is on the Earth naturally.	Identify daily weather and seasonal weather patterns in the UK. Develop geographical vocab e.g. rural, urban, vegetation, season. Locate and name hot and cold areas in world in relation to Equator and the North / South Poles. Locate some hot and cold areas of the world on a world map. Locate the Equator and North and South Poles on a world map. Locate hot and cold areas of the world in relation to the Equator and the North and South poles. Know that the Equator is an imaginary line around the middle of the Earth. Know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. Know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the	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, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

	the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	Recognise some human features in their locality. Know that human features means any feature of an area that was made or built by humans.	Earth. Know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. Describe the key physical features of a coast using subject specific vocabulary. Know that coasts (and other physical features) change over time. Know some key physical features of the UK. escribing and understanding the differences between a city, town and village. Describe the key human features of a coastal town using subject specific vocabulary. Know that a sea is a body of water that is smaller than an ocean. Know that human features change over time. Know some key human features of the UK.	
Locational knowledge Knowledge and Skills	Identify land and water on a map or globe. Make observations about the characteristics of places (in stories, photographs or in the	Know names of 7 continents and 5 oceans. Name four countries of the UK and their capital cities.	Name and locate the 7 continents and 5 oceans. Name, locate and identify the four countries of the UK, their	UTW ELG (People, culture and communities) Explain some similarities and differences between life in this country and life in other

	school grounds/local area). Know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). Know that usually water is represented in blue on a map or globe. Know the name of their school and the place where they live. Know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old). Draw information from a simple map. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Locate two of the world's seven continents on a world map. Locate two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Show on a map which continent they live in. Know the name of two continents (Europe and Asia). Know that a continent is a group of countries. Know that they live in the continent of Europe. Know that an ocean is a large body of water. Know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean). Locate the four countries of the United Kingdom (UK) on a map of this area. Show on a map which country they live in and locating its capital city. Know that the UK is short for 'United Kingdom'. Know that a country is a land or nation with its own government. Know that the United Kingdom is made up of four countries and their names. Know the name of the country they live in.	capital cities and the surrounding seas. Locate all the world's seven continents on a world map. Locate the world's five oceans on a world map. Show on a map the oceans nearest the continent they live in. Name the seven continents of the world. Name the five oceans of the world. Locate the surrounding seas and oceans of the UK on a map of this area. Locate the capital cities of the four countries of the UK on a map of this area. Identify characteristics (both human and physical) of the four capital cities of the UK. Show on a map the city, town or village where they live in relation to their capital city. Know that a sea is a body of water that is smaller than an ocean. Know that there are four bodies of water surrounding the UK and to be able to name them.	countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 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.

			Name some characteristics of the four capital cities of the UK. Know the four capital cities of the UK. Know that a capital city is the city where a country's government is located.	
Place knowledge Knowledge and Skills	Know about similarities and differences in relation to places, objects, materials and living things. Discuss how environments in stories and images are different to the environment they live in. Know that places within this country can differ from each other. Know that there are differences between places in this country and places in other countries.	Talk about similarities and differences between area of UK and non-European area. Name some key similarities between their local area and a small area of a contrasting non-European country. Name some key differences between their local area and a small area of a contrasting non-European country. Know that life elsewhere in the world is often different to ours. Know that life elsewhere in the world often has similarities to ours.	Identify similarities/differences in physical/human geography between an area of the UK and a non-European area. Describe and begin to explain some key similarities between their local area and a small area of a contrasting non-European country. Describe and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describe what physical features may occur in a hot place in comparison to a cold place. Know some similarities and differences between their local area and a contrasting non-European country.	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.

Geography Progression of Knowledge and Skills- Key Stage 2

Sonar NC	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**End of Key Stage Expectations (taken from the National Curriculum)**
Geographical skills and fieldwork Skills	Confidently use world maps, atlases and globes and begin to use digital mapping. Begin to use maps at more than one scale. Use atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Use atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied. Use the scale bar on a map to estimate distances. Find countries and features of countries in an atlas using contents and	Securely use world maps, atlases and globes and use digital mapping. Use compass directions. Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology. Begin to use maps at more than one scale. Use atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Use atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in	Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world. Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology e.g. numerical, quantitative and writing at length. Use 8-point compass, grid references and Ordnance Survey maps. Confidently use and understanding maps at more than one scale. Use atlases, maps, globes and digital mapping to locate countries studied. Use atlases, maps, globes	In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology e.g. numerical, quantitative and writing at length. Use digital mapping, 8-point compasses, 4- and 6-digit grid references and Ordnance Survey maps. Confidently use and understanding maps at more than one scale. Use atlases, maps, globes and digital mapping to locate countries studied. Use atlases, maps, globes and digital mapping to describe and explain physical and human	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. Use fieldwork to observe, measure, record and present

	index. Zoom in and out of a digital map. Begin to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately use 4-figure grid references to locate features on a map in regions studied. Begin to locate features using the 8 points of a compass. Use a simple key on their own map to show an example of both physical and human features. Follow a route on a map with some accuracy. Saying which directions are N, S, E, Won an OS map. Make and use a simple route on a map. Label some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	countries studied. Use the scale bar on a map to estimate distances. Find countries and features of countries in an atlas using contents and index. Zoom in and out of a digital map. Begin to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately use 4-figure grid references to locate features on a map in regions studied. Begin to locate features using the 8 points of a compass. Use a simple key on their own map to show an example of both physical and human features. Follow a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Make and use a simple route on a map.	and digital mapping to describe and explain physical and human features in countries studied. Identify, analyse and ask questions about distributions and relationships between features using maps (e.g. settlement distribution). Use the scale bar on a map to calculate distances. Recognise an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Begin to use thematic maps to recognise and describe human and physical features studied. Use models and maps to talk about contours and slopes. Select a map for a specific purpose.	features in countries studied. Identify, analyse and ask questions about distributions and relationships between features using maps (e.g. settlement distribution). Use the scale bar on a map to calculate distances. Recognise an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Begin to use thematic maps to recognise and describe human and physical features studied. Use models and maps to talk about contours and slopes. Select a map for a specific purpose. Confidently use the key on an OS map to name and recognise key physical and	the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

		Label some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	Confidently use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately use 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently locate features using the 8 points of a compass. Follow a short pre-prepared route on an OS map. Identify the 8 compass points on an OS map. Plan a journey to another part of the world using six figure grid references and the eight points of a compass.	human features in regions studied. Accurately use 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently locate features using the 8 points of a compass. Follow a short pre-prepared route on an OS map. Identify the 8 compass points on an OS map. Plan a journey to another part of the world using six figure grid references and the eight points of a compass.	

Geographical skills and fieldwork Knowledge	Understand that a scale shows how much smaller a map is compared to real life. Recognise world maps as a flattened globe. Know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. Know that an OS map shows human and physical features as symbols. Know that grid references help us locate a particular square on a map. Know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. Know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). Know an enquiry-based question has an open-ended answer found by research. Know how to use various simple sampling techniques. Know what a questionnaire and an interview are. Know that quantitative data involves numerical facts and figures and is often objective. Know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. Know a Likert scale is used to record people's feelings and attitudes. Know that qualitative data involves opinions, thoughts and feelings and is often subjective. Know what a bar chart, pictogram and table are and when to use which one best to represent data.	Know that contours on a map show height and slope. Know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. Know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. Know that a pie chart can represent a fraction or percentage of a whole set of data. Know a line graph can represent variables over time. Be aware of some issues in the local area. Know what a range of data collection methods look like. Know how to use a range of data collection methods.	

Human and physical geography Knowledge and Skills	Begin to describe some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle). Begin to describe some key aspects of human geography (settlement/land use and distribution of natural resources). Map and label the seven biomes on a world map. Understand some of the causes of climate change. Describe how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describe where volcanoes, earthquakes and mountains are located globally. Describe and explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.	Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle). Describe and understand aspects of human geography (settlement/land use, economic activity and distribution of natural resources). Map and label the seven biomes on a world map. Understand some of the causes of climate change. Describe how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describe where volcanoes, earthquakes and mountains are located globally. Describe and explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape	Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle). Explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources). Understand the interaction between physical and human processes and features. Describe and understand the key aspects of the six biomes. Describe and understand the key aspects of the six climate zones. Understand some of the impacts and causes of climate change. Describe and understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.	Examine and explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle). Examine and explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources). Understand the interaction between physical and human processes and features and how these change over time. Describe and understand the key aspects of the six climate zones. Understand some of the impacts and causes of climate change. Give examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to	Describe and understand key aspects of: **Physical geography,** including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; **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.

	Know the different types of mountains and volcanoes and how they are formed. Know that an earthquake is the intense shaking of the ground. Know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. Know the world's biomes. Know that the hottest biomes are found between the Tropics of Cancer and Capricorn. Know that climate zones are areas of the world with similar climates. Know the world's different climate zones. Describe and understand types of settlement and land use. Explain why a settlement and community has grown in a particular location. Explain why different locations have different human features. Explain why people might prefer to live in an urban	and communities. Describe how humans use water in a variety of ways. Know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. Know the courses and key features of a river. Know the different types of mountains and volcanoes and how they are formed. Know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. Know the world's biomes. Know that the hottest biomes are found between the Tropics of Cancer and Capricorn. Know that climate zones are areas of the world with similar climates. Know the world's different climate zones. Know that climates can influence the foods able to grow. Describe and understand	Give examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. Know vegetation belts are areas of the world that are home to similar plant species. Name and describe some of the world's vegetation belts. Know why the ocean is important. Describe and understand economic activity including trade links. Understand the distribution of natural resources both globally and within a specific region or country studied. Recognise geographical issues affecting people in different places and environments. Describe and explain how humans can impact the environment both positively and negatively, using examples.	climate change. Describe and understand economic activity including trade links. Suggest reasons why the global population has grown significantly in the last 70 years. Describe the 'push' and 'pull' factors that people may consider when migrating. Understand the distribution of natural resources both globally and within a specific region or country studied. Recognise geographical issues affecting people in different places and environments. Describe and explain how humans can impact the environment both positively and negatively, using examples. Know the global population has grown significantly since the 1950s. Know which factors are considered before people build settlements.	

	or rural place. Describe how humans can impact the environment both positively and negatively, using examples. Know the main types of land use. Know the different types of settlement. Know water is used by humans in a variety of ways. Know an urban place is somewhere near a town or city. Know a rural place is somewhere near the countryside. Know that a natural resource is something that people can use which comes from the natural environment.	types of settlement and land use. Explain why a settlement and community has grown in a particular location. Explain why different locations have different human features. Describe how humans can impact the environment both positively and negatively, using examples. Know the main types of land use. Know the different types of settlement. Know water is used by humans in a variety of ways. Know that a natural resource is something that people can use which comes from the natural environment. Know the threats to the rainforest both on a local and global scale. Know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated	Know the global population has grown significantly since the 1950s. Know which factors are considered before people build settlements. Know migration is the movement of people from one country to another. Know that natural resources can be used to make energy. Know some positive impacts of humans on the environment. Know some negative impacts of humans on the environment.	Know migration is the movement of people from one country to another. Know that natural resources can be used to make energy. Know some positive impacts of humans on the environment. Know some negative impacts of humans on the environment.	

		with respect and equality. Know the UK grows food locally and imports food from other countries.			
Locational Knowledge Knowledge Skills	Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities. Begin to identify position of latitude, longitude, N/S Hemispheres and the Equator. Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic. Begin to identify position of Prime/Greenwich Meridian and time zones. Locate some countries in Europe and North and South America using maps. Locate some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental	Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities. Name and locate countries and cities of the UK, describing geographical regions and topographical features. Explore how some aspects of physical and human characteristics have changed over time. Locate some countries in Europe and North and South America using maps. Locate some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locate some key human features in countries	Locate majority of world's countries & cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features. Identify position of latitude, longitude and N/S Hemispheres. Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic. Identify position of Prime/Greenwich Meridian and time zones. Locate more countries in Europe and North and South America using maps. Locate major cities of the countries studied. Locate key physical features in countries. studied on a map. Locate key human features in countries studied. Identify significant environmental regions on a	Locate world's countries & cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features. Name and locate countries, cities and regions of the UK. Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features and land-use patterns have changed over time. Apply understanding of positional language e.g. longitude, latitude to explain geographical characteristics e.g. topography. Locate more countries in Europe and North and South America using maps. Locate major cities of the countries studied. Locate key physical	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. 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,

	regions. Locate some key human features in countries studied. Locate the world's most significant mountain ranges on a world map and identifying any patterns. Locate where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Know where North and South America are on a world map. Know the names of some countries and major cities in Europe and North and South America. Know the names of some of the world's most significant mountain ranges. Know that mountains, volcanoes and earthquakes largely occur at plate boundaries. Know that climate zones are areas of the world with similar climates. Know the world's different climate zones (equatorial,	studied. Locate some of the world's most significant rivers and identifying any patterns. Know where North and South America are on a world map. Know the names of some countries and major cities in Europe and North and South America. Know the names of some of the world's most significant rivers. Know that climate zones are areas of the world with similar climates. Know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). Know that biomes are areas of world with similar climates, vegetation and animals. Know the world's biomes. Know vegetation belts are areas of the world which are home to similar plant species. Locate some counties in the UK (local to your	map. Use maps to show the distribution of the world's climate zones, biomes and vegetation belts. Know the name of many countries and major cities in Europe and North and South America. Know the location of key physical features in countries studied. Name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland). Locate many counties in the UK. Locate many cities in the UK. Confidently locate the twelve geographical regions of the UK. Identify key physical and human characteristics of	features in countries. studied on a map. Locate key human features in countries studied. Identify significant environmental regions on a map. Use maps to show the distribution of the world's climate zones, biomes and vegetation belts. Know the name of many countries and major cities in Europe and North and South America. Know the location of key physical features in countries studied. Name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland). Locate many counties in the UK. Locate many cities in the	coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 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)

	tropical, hot desert, temperate and polar). Know that biomes are areas of world with similar climates, vegetation and animals. Know the world's biomes. Know vegetation belts are areas of the world which are home to similar plant species. Locate some counties in the UK (local to your school). Locate some cities in the UK (local to your school). Identify key physical and human characteristics of counties, cities and/or geographical regions in the UK. Begin to locate the twelve geographical regions of the UK. Identify how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human	school). Locate some cities in the UK (local to your school). Identify key physical and human characteristics of counties, cities and/or geographical regions in the UK. Begin to locate the twelve geographical regions of the UK. Identify how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. Know the name of some counties in the UK (local to your school). Know the name of some cities in the UK (local to your school). Know the name of the county that they live in and their closest city. Begin to name the twelve geographical regions of the UK.	the geographical regions in the UK. Understand how land-use has changed over time using examples. Explain why a locality has changed over time, giving examples of both physical and human features. Know that London and the South East regions have the largest population in the UK. Identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Use longitude and latitude when referencing location in an atlas or on a globe. Know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.	UK. Confidently locate the twelve geographical regions of the UK. Identify key physical and human characteristics of the geographical regions in the UK. Understand how land-use has changed over time using examples. Explain why a locality has changed over time, giving examples of both physical and human features. Know that London and the South East regions have the largest population in the UK. Identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Use longitude and latitude when referencing location in an atlas or on a globe. Know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines	

	features. Know the name of some counties in the UK (local to your school). Know the name of some cities in the UK (local to your school). Know the name of the county that they live in and their closest city. Begin to name the twelve geographical regions of the UK. Know the main types of land use. Know some types of settlement. Find the position of the Equator and describing how this impacts our environmental regions. Find lines of latitude and longitude on a globe and explaining why these are important. Identify the position of the Tropics of Cancer and Capricorn and their significance. Identify the position of the Northern and Southern hemispheres and	Know the main types of land use. Find the position of the Equator and describing how this impacts our environmental regions. Find lines of latitude and longitude on a globe and explaining why these are important. Identify the position of the Tropics of Cancer and Capricorn and their significance. Identify the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identify the position and significance of both the Arctic and Antarctic Circle. Know that countries near the Equator have less seasonal change than those near the poles. Know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern		the start of the world's time zones.	

	explaining how they shape our seasons. Identify the position and significance of both the Arctic and Antarctic Circle. Know that countries near the Equator have less seasonal change than those near the poles. Know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. Know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. Know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. Know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest	and Southern Hemispheres. Know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. Know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. Know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. Know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. .			

	climates. Know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. Know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. Know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.				
Place knowledge Knowledge and Skills	Begin to explain geographical similarities and differences (region of UK, European country and N/S America). Describe and begin to explain similarities between two regions studied. Describe and begin to explain differences between two regions studied. Describe how and why	Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically. Describe and begin to explain similarities between two regions studied. Describe and begin to explain differences between two regions	Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically. Describe and explain similarities between two environmental regions studied. Describe and explain differences between two environmental regions	Analyse geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways. Describe and explain similarities between two environmental regions studied. Describe and explain differences between two	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.

	humans have responded in different ways to their local environments. Discuss how climates have an impact on trade, land use and settlement. Explain what measures humans have taken in order to adapt to survive in cold places. Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK. Know the negative effects of living near a volcano. Know the positive effects of living near a volcano. Know the negative effects an earthquake can have on a community. Know ways in which communities respond to earthquakes.	studied. Describe how and why humans have responded in different ways to their local environments. Discuss how climates have an impact on trade, land use and settlement. Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK.	studied. Explain how and why humans have responded in different ways to their local environments in two contrasting regions. Understand how climates impact on trade, land use and settlement. Explain how humans have used desert environments. Use maps to explore wider global trading routes. Know some similarities and differences between the UK and a European mountain region. Know why tourists visit mountain regions.	environmental regions studied. Explain how and why humans have responded in different ways to their local environments in two contrasting regions. Understand how climates impact on trade, land use and settlement. Use maps to explore wider global trading routes. Know some similarities and differences between the UK and a European mountain region.	