






## Geography

|        |  Location  |  Physical Features, Human<br>Features, Diversity  |  Physical processes Human<br>Processes   |  Techniques  |  Vocabulary  |
|--------|---|--|---|---|---|
| Year R | <ul style="list-style-type: none"> <li>I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>I can name the town where I live and I know that this is in England</li> <li>I can discuss other significant places that are familiar to me.</li> </ul> | <ul style="list-style-type: none"> <li>I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge for stories, non-fiction texts and (when appropriate) maps</li> </ul>  | <ul style="list-style-type: none"> <li>I can understand some important process and changes in the natural world around them, including the seasons</li> <li>I can identify some similarities and differences between the natural world around them, including the seasons.</li> </ul> | I can draw information from a simple map  | <ul style="list-style-type: none"> <li>Town, village, city, country, path, house, Wellingborough, Fields, River, hills, church, shop, park, countryside,</li> <li>England, London, city, capital city</li> <li>Weather, Rain, shower, drizzle, puddles, splash, wet, soaked, thunder, lightning, storm, hail, snow, ice, frost, sleet, cool, cold, freezing, sun, warm, hot, heat, clouds,</li> </ul>   |
| Year 1 | <ul style="list-style-type: none"> <li>I can identify some key features of a location and say whether it is a city, town, village, coastal or rural area.</li> <li>I can locate the four countries and capitals of the United Kingdom on a map.</li> </ul>  | <ul style="list-style-type: none"> <li>I can begin to ask and answer questions about what a place is like.</li> <li>I can identify characteristics of the four countries and their capitals</li> <li>I can observe my school and the surrounding areas and identify human and physical features.</li> </ul>                            | <ul style="list-style-type: none"> <li>I can identify the land use around my school.</li> <li>I can understand and talk about seasonal and weather patterns.</li> </ul>   | <ul style="list-style-type: none"> <li>I can use world maps, atlases and globes to locate the United Kingdom and its countries.</li> <li>I can use compass directions: North &amp; South to describe location.</li> <li>I can use directional language to describe locations: eg near/far, left/right</li> </ul>                        | <ul style="list-style-type: none"> <li>Country, capital, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff and Belfast.</li> <li>sunny, cloudy, rain, snow, windy, thunder, heatwave, drought, flood, monsoon, blizzard, gale, hurricane and tornado</li> <li>beach, coast, forest, hill, mountain, ocean, river, city, town, village, house, shop.</li> </ul>   |
| Year 2 | <ul style="list-style-type: none"> <li>I can name and locate the world's continents.</li> <li>I can name and locate the world's oceans: Pacific, Atlantic, Arctic, Indian &amp; Southern</li> <li>I can understand there are hot and cold areas of the world in relation to the equator.</li> </ul>                               | <ul style="list-style-type: none"> <li>I can ask and answer questions about what a place is <b>like and what features I may find there: human/physical</b></li> <li>I can recognise landmarks and physical features of a place from aerial images.</li> </ul>  | <ul style="list-style-type: none"> <li>I can understand geographical similarities and differences between an area of the UK and another country: Australia &amp; England</li> </ul>   | <ul style="list-style-type: none"> <li>I can use world maps, atlases and globes to locate the countries studied: England, N.Ireland, Scotland &amp; Wales</li> <li>I can use compass directions: North, South, <b>East and West</b> to describe locations.</li> <li>I can devise a simple map and use basic symbols in a key</li> </ul> | <ul style="list-style-type: none"> <li>North America, South America, Antarctica, Africa, Europe, Asia, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean</li> <li>temperature, climate, weather, polar and tropical to describe a location</li> <li>beach, coast, forest, hill, mountain, ocean, river, weather, soil valley and vegetation. Human features including: city, town, village, house, shop, farm, factory and office.</li> </ul> |
| Year 3 | <ul style="list-style-type: none"> <li>I can name some countries in Europe and discuss their characteristics: Italy &amp; France</li> <li>I can name and locate the equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle.</li> </ul>                               | <ul style="list-style-type: none"> <li>I can ask and answer questions about the physical and human characteristics of a location.</li> <li>I can describe features of particular countries within Europe: Italy &amp; France</li> <li>I can carry out fieldwork to observe and record the human features in the local area.</li> </ul> | <ul style="list-style-type: none"> <li>I can describe how our school's local area has changed over time.</li> <li>I can describe the physical processes that cause earthquakes and volcanoes.</li> </ul>  | <ul style="list-style-type: none"> <li>I can use maps, atlases and globes to locate countries within Europe.</li> <li>I can use the 4 compass directions and use North-East, North-West to describe locations.</li> </ul>   | <ul style="list-style-type: none"> <li>equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic</li> <li>continents, land mass, population, river bed, source, mouth, channel, summit, mountain range.</li> <li>congestion, pollution, network, national, international</li> </ul>  |

|        |  |   |   |  |   |
|--------|--|---|---|--|---|
| Year 4 | <ul style="list-style-type: none"> <li>I can give my own views about locations.</li> <li>I can name and locate countries in Europe and discuss their characteristics and identifiable features:</li> <li>I can <del>begin to</del> name and locate the equator, northern hemisphere, southern hemisphere, <b>The tropics of Cancer and Capricorn, Arctic and Antarctic circle.</b></li> </ul>  | <ul style="list-style-type: none"> <li>I can describe the key physical and human features of a location and how these features may have changed over time.</li> <li>I can carry out fieldwork to observe and record the human and physical features in the local area.</li> </ul>   | <ul style="list-style-type: none"> <li>I can describe similarities and differences between countries</li> <li>I can describe the physical processes for <b>rivers and climate change</b></li> </ul>   | <ul style="list-style-type: none"> <li>I know all 8 compass points to describe a location: North, South, East, West North-East, North-West, <b>South-East and South-West.</b></li> </ul>   | <ul style="list-style-type: none"> <li>equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle</li> <li>continents, land mass, population, inhabitants and boundary, dormant, collision, magnitude, intensity, plates when describing volcanoes, earthquakes and tsunamis</li> <li>river bed, source, mouth, channel, summit, mountain range</li> </ul>   |
| Year 5 | <ul style="list-style-type: none"> <li>I can collect information about a location and draw clear conclusions.</li> <li>I can name and locate some of the countries of North America and their main human and physical characteristics: mountain ranges, rivers and cities of Canada &amp; USA</li> </ul>   | <ul style="list-style-type: none"> <li>I can give my views on the effectiveness of different representations of an area, such as the difference between aerial images and topographical maps.</li> <li>I can describe how physical features affect the human activity in a location: biomes (tundra, freshwater, deciduous forest, grasslands)</li> <li>I can use fieldwork to observe and measure the physical features in the local area and record results.</li> </ul> | <ul style="list-style-type: none"> <li>I can describe the significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics and times zones.</li> </ul>   | <ul style="list-style-type: none"> <li>I can use all 8 compass points to describe a location.</li> <li>I can use <b>4-figure</b> grid references, symbols and keys to navigate a map and communicate knowledge of the world</li> <li>I can create maps of locations and identify patterns climate zones.</li> </ul>  | <ul style="list-style-type: none"> <li>colonised, indigenous, populous, sparsely, landlocked, landmass</li> <li>tropical, temperate, deciduous, desert, tundra, savannah, marine, freshwater, polar, precipitation, expansive, ecosystem, migration, when describing particular biomes.</li> <li>climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, settlements and land use.</li> <li>equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle</li> </ul>  |
| Year 6 | <ul style="list-style-type: none"> <li>I can name and locate the counties &amp; cities of the UK.</li> <li>I can use a range of geographical resources to help give a detailed description and opinion about a location including human/physical features, topographical features (hills/mountains/coasts/rivers), geographical regions &amp; land use.</li> <li>I can name and locate countries of South America and identify their human and physical characteristics: mountain ranges, rivers and cities</li> </ul> | <ul style="list-style-type: none"> <li>I can understand and share some reasons for geographical similarities and differences between countries.</li> <li>I can describe geographical diversity across the world: biomes (Rainforest, Desert &amp; Savanna)</li> <li>I can use fieldwork to observe and measure the human features in the local area and record results in a range of ways.</li> </ul>   | <ul style="list-style-type: none"> <li>I can describe how the human and physical characteristics of a place may have changed over time.</li> <li>I can discuss the human geography of an area including trade links, distribution of natural resources including energy, food, minerals and water.</li> </ul> | <ul style="list-style-type: none"> <li>I can use all 8 compass points to find and describe a location. N, S, E, W N-E, N-W, S-E and S-W.</li> <li>I can use <b>6-figure</b> grid references, symbols, keys to navigate a map and communicate knowledge.</li> <li>I can create maps of locations and identify patterns land use and population densities (WW2)</li> </ul> | <ul style="list-style-type: none"> <li>international, destination, cargo, tourism, import, export, natural resources, air travel, sea freight, shipments, pollution, network</li> <li>settlements, land use, economic activity including trade links, the distribution of natural resources including food, energy, minerals, water supplies, climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes.</li> <li>I can confidently use the correct names for: equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn, Arctic and Antarctic circle</li> </ul> |

| Fieldwork |  |   |
|-----------|--|---|
| Phase     | Fieldwork Opportunities  | Fieldwork Techniques  |
| EYFS      | <ul style="list-style-type: none"> <li>• explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds)</li> <li>• experience different weather conditions and their impact on the environment</li> <li>• examine and discuss natural objects (e.g. leaves, twigs, stones)</li> <li>• explore the immediate local area through walks and visits to selected sites</li> </ul>  | <ul style="list-style-type: none"> <li>• using small world play or the role play area to represent a visited place</li> <li>• making drawings (e.g. of their favourite place in the outdoor area, what they saw at the park)</li> <li>• taking digital photos (e.g. of a collection of natural objects, buildings in the locality)</li> <li>• sequencing photos to recall features seen on a visit or short walk</li> <li>• drawing a map (e.g. of the outdoor area)</li> <li>• counting (e.g. cars parked at the start/end of the day)</li> <li>• expressing their feelings about places they visit, saying which features they like/dislike</li> </ul>  |
| KS1       | <ul style="list-style-type: none"> <li>• investigate the physical and human features of the school and school grounds: naming and describing what they see (e.g. different areas including playground, car park, field, wildlife area) and how these areas are used; routes around the school site, people's jobs, places that have been/could be improved, and so on</li> <li>• investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall)</li> <li>• observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area</li> <li>• explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features</li> <li>• visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate why people go there</li> <li>• take a short journey by bus, tram or train to investigate a slightly more distant site that contrasts with the immediate local area</li> <li>• visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it</li> <li>• investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in the school grounds or local area</li> </ul> | <ul style="list-style-type: none"> <li>• using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre)</li> <li>• adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house)</li> <li>• making annotated drawings to show variations (e.g. in a row of houses in a local street)</li> <li>• drawing a freehand map (e.g. of the school grounds, local street or park)</li> <li>• relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features</li> <li>• marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations</li> <li>• using a simple compass and cardinal compass directions (north, south, west, east)</li> <li>• taking digital photos (e.g. of buildings in the locality, things seen on a bus journey)</li> <li>• making digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job</li> <li>• collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school)</li> <li>• using a questionnaire (e.g. to find out the most popular options for improving playtimes)</li> <li>• collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties</li> <li>• using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features</li> </ul> |

|             |  |   |
|-------------|--|---|
| <p>LKS2</p> | <ul style="list-style-type: none"> <li>• to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'Where does the water go when it rains?', ' How do we travel to school' and ' Where does the food for school dinners come from?'</li> <li>• when learning about the water cycle, weather and climate, to investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers)</li> <li>• when learning about biomes and vegetation belts, to visit a woodland to study the trees, plants and animals, as an ecosystem</li> <li>• when learning about land use, to investigate local buildings, land use, and local facilities and explore issues of environmental quality and value (e.g. by investigating which spaces or places are valued by the local community)</li> <li>• when learning about economic activities, to investigate local shops (e.g. to find out how far people travel to them and why) or investigate local journeys and routes, including road safety, public transport provision and more sustainable travel choices</li> <li>• when learning about natural resources, to explore issues of sustainability in everyday life (e.g. energy generation and use, water supply and use)</li> <li>• take fieldtrips to more distant places (e.g. farm, water treatment plant, botanical gardens) to investigate their physical and human geography, as appropriate to the curriculum plan</li> </ul> | <ul style="list-style-type: none"> <li>• making models, annotated drawings and field sketches to record observations</li> <li>• drawing freehand maps of routes (e.g. of a walk to a site in the local area)</li> <li>• relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry</li> <li>• recording selected geographical information on a map or large-scale plan, using colour or symbols and a key</li> <li>• taking digital photos and annotating them with labels or captions</li> <li>• making digital audio recordings for a specific purpose (e.g. traffic noise)</li> <li>• collecting, analysing and presenting quantitative data in charts and graphs</li> <li>• designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop)</li> <li>• designing and conducting interviews (e.g. to investigate which spaces/places local people value)</li> <li>• using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey)</li> <li>• using a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school)</li> <li>• developing a simple method of recording their feelings about a place or site</li> </ul> |
| <p>UKS2</p> | <ul style="list-style-type: none"> <li>• to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'How can our school reduce its plastic waste?' and ' How can we make our school grounds more bee friendly?'</li> <li>• when learning about rivers, to visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion and deposition) and its use by people now and in the past</li> <li>• when learning about settlements, to investigate how buildings, land use and local facilities have changed over time; and investigate local development plans through visits to derelict sites, empty shops or buildings or places where developments (e.g. road, housing, industrial, retail or leisure schemes) are proposed</li> <li>• when learning about economic activities, to investigate the range and location of primary, secondary and tertiary businesses in the local area</li> <li>• when learning about natural resources and trade, to explore issues of sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling</li> <li>• take fieldtrips to unfamiliar environments to investigate the physical and human geography of those areas (e.g. mountains, rural areas, beaches) as appropriate to the curriculum plan</li> </ul>   | <ul style="list-style-type: none"> <li>• making models, annotated drawings and field sketches to record observations</li> <li>• drawing freehand maps (e.g. of a site they have visited)</li> <li>• relating large-scale plans to the fieldwork site, identifying relevant features</li> <li>• recording selected geographical data on a map or large-scale plan, using colour or symbols and a key</li> <li>• taking digital photos and annotating them with labels or captions</li> <li>• making digital audio recordings (e.g. to create soundscapes)</li> <li>• collecting, analysing and presenting quantitative data in charts and graphs</li> <li>• designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste)</li> <li>• designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development)</li> <li>• using standard field sampling techniques appropriately (e.g. taking water samples from a stream)</li> <li>• designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance</li> <li>• conducting a transect to observe changes in buildings and land use</li> </ul>  |