

Locational knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
United Kingdom	Pupils are shown where London and the UK is on a map.	Pupils can begin to locate the United Kingdom on a world map.	Name and locate the 4 countries of the United Kingdom	Pupils should be able to identify characteristics of the four countries of the United Kingdom.	Pupils name and locate cities of the United Kingdom.		Pupils can identify the position and significance of the Prime Greenwich meridian and time zones.	Pupils can identify and explain the different land use patterns in the UK.
		Pupils can begin to locate the United Kingdom on a globe.	Pupils should name, locate and identify the capital cities of the United Kingdom.	Pupils should be able to locate and name the surrounding seas of the UK.	Pupils identify key topographical features and understand how some of these aspects have changed over time.			Pupils can name and locate countries in the United Kingdom.
Consolidation				Pupils should name, locate and identify the capital cities of the United Kingdom.				Pupils can describe key topographical features of the UK and understand how some of these aspects have changed over time.
Vocabulary	Land, Sea, Map	United Kingdom, Map	England, Northern Ireland, Wales, Scotland, London, Edinburgh, Cardiff, Belfast	North Sea, Irish Sea, English Channel	London, Edinburgh, Cardiff, Belfast, Manchester, Birmingham, Glasgow		Prime Greenwich Meridian, Latitude, Longitude, Horizontal, Vertical	Arable farming, Sheep farming, Dairy farming, Oxfordshire, Greater London, Herefordshire, Kent, Devon, Counties, Ordinance survey map
The World	Pupils can identify the land and sea on a world map.	Pupils are exposed to the language of 'equator' in the context of discussing other countries (<i>Handa's Surprise</i>)	Pupils can name and locate the world's seven continents.	Pupils can name and locate the five oceans on a map or atlas.	Pupils identify the position and significance of the Northern and Southern hemispheres.	Pupils can identify the position and significance of Arctic and Antarctic Circle.	Pupils can identify the position and significance of latitude and longitude.	Pupils can locate the world's countries using maps and atlases.
		Pupils are shown where languages are spoken on a World map.	Pupils can point out the North and South pole on a globe.	Pupils can point out the North and South pole and equator on a globe or map.	Pupils identify the position and significance of the Equator	Pupils can identify the position and significance of latitude and longitude.	Pupils can identify the position and significance of the Prime Greenwich meridian and time zones.	Pupils can locate the world's countries using maps and atlases focusing on major cities.
Consolidation						Pupils can identify the position and significance of Northern and Southern hemispheres.		Pupils can identify the equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn.
						Pupils can name and locate the world's 5 oceans.		Pupils can identify the position and significance of latitude, longitude.
Vocabulary	Land, Sea, Map	Map	Asia, Europe, Africa, North America, South America, Antarctica, Oceania	Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean	Northern Hemisphere, Southern Hemisphere, Equator, Tropic of Cancer, Tropic of Capricorn	Latitude, Longitude, Horizontal, Vertical, Arctic Circle, Antarctic Circle, Greenwich Meridian, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean	Latitude, Longitude, Horizontal, Vertical, Northern hemisphere, Southern hemisphere, Equator	Tropic of Cancer, Tropic of Capricorn, latitude, longitude





Using maps, atlases, and photographs

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Small scale maps (World, UK and other countries)	World maps are displayed outside and inside the classroom.	World maps are displayed outside and inside the classroom.		Pupils use aerial photographs to discuss changing landscapes.		Pupils discuss different representations of the world map.	Pupils discuss different representations of the world map (Eurocentric)	Pupils critique world maps and understand how they have changed over time.
		Pupils use world maps to identify countries when festivals or occasion days are celebrated.	Pupils use world maps in the context of Australia	Pupils use world maps in the context of Alaska.	Pupils use world maps in the context of rivers and rainforests.	Pupils use world maps in the context of annual rainfall and drought.	Pupils use world maps in the context of mountains, , the world happiness index and air pollution.	Pupils use world maps in the context of natural resources, earthquakes and volcanoes.
		Pupils identify authors from different countries on the world map.	Pupils use UK maps to identify the 4 countries and capital cities.	Pupils use UK maps to discuss flood risks.			Pupils use UK maps in the context of air pollution.	Pupils use UK maps in the context of land use.
Large scale maps (local area)	Pupils use a simple playground map (photographic) to locate things.	Pupils use a simple playground map to locate things.	Pupils use locational and directional language to describe the location of features and routes on a map.					Pupils use large scale maps of Magdalen farm to navigate and orientate themselves.
	Pupils can place photographs of Nursery locations on a blank map of the Nursery.	Pupils can place photographs of school rooms on a blank map of the South building.	Devise a simple map and use and construct basic symbols in a key.					
Atlases	Pupils are exposed to globes in their classroom environment.	Pupils are exposed to globes and maps in their classroom environment.	Pupils can use globes to identify the United Kingdom.	Pupils can use atlases to discuss the UK in comparison to Alaska.	Pupils use atlases to locate countries and discuss river features.	Pupils use atlases to locate countries and bodies of water.	Pupils use atlases to locate countries, identify contour lines and mountains.	Pupils use atlases to find and locate countries and capital cities.
Disciplinary skills		Pupils begin to use locational language in the context of bee bots.	Pupils use positional language.	Pupils can use simple compass directions.	Pupils use the 8 compass points.	Pupils use four figure grid references to build their knowledge of the wider world.		Pupils can use a six-figure grid reference.
Consolidation				Pupils use locational and directional language to describe the location of features on a map.		Pupils use the 8 compass points to build their knowledge of the UK and wider world.	Pupils use the 8 compass points.	Pupils can use a four-figure grid reference.
							Pupils use four figure grid references to build their knowledge of the UK	Pupils use symbols and keys (from Ordnance survey maps) to build their knowledge of the UK.
								Pupils use the 8 compass points.
Vocabulary	Globe, Atlas, Map, Key	Globe, Atlas, Map, Key, Forwards, Backwards, Left, Right	Left, Right, Near, Far, Forwards, Backwards, Up, Down, Physical features, Trees, Weather, River, Human Features, Roads, Bridges, Houses,	Compass, North, South, East, West, Aerial Photograph, Coast, Sea, Ocean, Mountain, Cliff, Forest	Compass, North, South, East, West, North West, North East, South West, South East,	4 figure grid reference	Ordnance Survey maps, Symbols, Keys	Six figure grid reference

Fieldwork

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression	Pupils use fieldwork to go on a local area walk.	Pupils use fieldwork on a local area walk looking out for particular things they can identify.	Pupils use fieldwork to study the key human and physical features of the local area.	Pupils use fieldwork to study the key human and physical features of the local area.	Pupils use fieldwork to study the impact of pollution and humans on the river Thames.	Pupils use fieldwork to study fair trade in the local area.	Pupils use fieldwork to study air pollution in the local area.	Pupils use fieldwork to study food waste in the local area.
			Pupils can collect data on litter in the local area.	Pupils can collect data on trees in their local area (tally chart).	Pupils collect data on Thames River pollution.	Pupils collect data on fair trade from local shops and businesses.	Pupils collect data on air pollution using monitors.	Pupils collect data on food waste using a survey.
			Pupils can display (tally chart) and analyse data on litter in the local area.	Pupils can analyse data on trees in their local area (pictogram).	Pupils analyse data in the context of Thames pollution (bar graphs, pie charts and infographics)	Pupils discuss data collected on fair trade and identify problems.	Pupils display and analyse data on air pollution using an infographic.	Pupils analyse and discuss local and national data on food waste.
			With support, pupils can discuss solutions to their problem identified through data collection.	Pupils can discuss solutions to their problem identified through data collection.	Pupils can suggest possible solutions to their problem identified through data collection.	Pupils devise possible solutions for problems that they identified through data collection.	Pupils devise solutions for problems that they identified through data collection.	Pupils devise solutions for problems that they identified through data collection.
			With support, pupils discuss a class action plan.	With support pupils can discuss steps of a class action plan.	Pupils can devise steps for their class action plan to meet their agreed solution.	Pupils can devise steps for their class action plan to meet their agreed solution.	Pupils decide on the best way to meet their agreed solution and actions needed.	Pupils decide on the best way to meet their agreed solution and actions needed.
Vocabulary			Left, Right, Near, Far, Forwards, Backwards, Up, Down, Physical features, Human Features, Roads, Bridges, Houses,	Tally chart, data	Observe, Measure, Record, Fieldwork, Graphs, Sketch maps	Observe, Measure, Record, Fieldwork, Graphs, Sketch maps	Ordnance Survey maps, Symbols, Keys, Observe, Measure, Record, Fieldwork, Graphs, Sketch maps	Observe, Measure, Record, Fieldwork, Graphs, Sketch maps



Inspiring minds through opportunity



Weather and climate

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression	Pupils know how to dress appropriately and what accessories are used for different weathers. Pupils can use language to describe the weather outside.	Pupils do observational drawings of a tree in seasons. This develops weather vocabulary. Pupils look at the climate of Africa in relation to <i>Handa's Surprise</i> .	Pupils can identify the equator on a map. Pupils identify the location of Australia in relation to the equator.	Pupils can identify the equator and poles on a map. Pupils identify the location of Alaska in relation to the equator and the North and South poles.	Pupils understand key aspects of physical geography including climate zones.			
			Pupils can sort and describe weather types for the four seasons.	Pupils can describe the weather in Alaska in relation to the seasons.				
			Pupils can compare the weather in Australia to that in the UK.	Pupils know the difference between weather and climate.				
			Pupils can describe the impact of climate change on Australia.	Pupils can describe how the climate is changing over time.				
Consolidation				Pupils should identify the location of hot and cold areas of the world in relation to the equator, North and South Poles. Pupils can identify seasonal weather patterns and the location of hot and cold areas of the world in relation to the equator.		Pupils describe and understand key aspects of physical geography including climate zones.		
Vocabulary	Rain, Snow, Cloud, Wind, Hail, Sun, Hat, Gloves, Scarf, Coat, Waterproof, Sun cream, Sunglasses, Umbrella	Winter, Autumn, Spring, Summer, Equator	Equator, Hot climate, Cold climate, drizzle, rain, shower, sunny, hailing, wind, hot, hotter, hottest, wildfires, drought,	North Pole, South Pole, Equator, Winter, Summer, Spring, Autumn, climate change, weather, hemispheres, increasing, rising, temperature,	Temperate zone, Tropical zones, Polar zone, Subtropical zone, Equinox			

Human & Physical geographical features

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression			Pupils can compare the human and physical geography of a small area in the UK with one in a small area of a contrasting non-European country (Australia)	Pupils can compare the human and physical geography of a small area in the UK with one in a small area of a contrasting non-European country (Alaska)	Pupils can compare the human and physical features of a region in the UK with a region in South America (Amazon)	Pupils can compare the human and physical features of a region in the UK with a region in an African country (Democratic Republic of Congo).	Pupils compare the physical and human features of a region in the UK with another in a European country (Norway).	Pupils describe and understand key aspects of human geography including types of settlement.
			Pupils observe physical and human features in their local environment.	Pupils can identify the physical and human features of places using photographs.	Pupils describe and understand the key aspects of physical geography including rivers.	Pupils describe and understand key aspects of human geography including types of settlement.	Pupils describe and understand key aspects of physical geography including mountains.	Pupils describe and understand the key aspects of physical geography including earthquakes and volcanoes.
			Pupils can sort features of places into 'human' and 'physical' categories.	Pupils can sort features of places into 'human' and 'physical' categories.	Pupils recognise the impact deforestation has on human and physical features.	Pupils understand how physical features affect a place. e.g. drought	Pupils can use Venn diagrams to compare the physical features of the UK & Norway.	Pupils can link the physical features of countries to natural resources.
			Pupils can label the physical and human features of places using photographs.	Pupils can accurately label the physical and human features of places using photographs.	Pupils can explain the impact of flooding on human and physical features.	Pupils recognise how fair-trade links a physical resource to human geography.	Pupils understand what causes differences in physical features in varying countries and regions.	Pupils recognise the physical and human impact of earthquakes.
			Pupils begin to compare the physical and human features of places using photographs.	Pupils can compare the physical and human features of places using photographs.		Pupils can identify human and physical features from photographs.	Pupils can describe and make notes on physical features.	
			Pupils identify physical and human features from video clips.			Pupils describe & understand key aspects of physical geography incl. water cycle.	Pupils can compare human features in different places.	
Vocabulary			beach, harbour, buildings, physical, human, coast, sea, season, weather,	Human features, City, Town, Village, Harbour, Shop, Port, Physical features, coast, river, cliff, sea, ocean, forest, season, weather, mountain	Biomes, Rainforest, Temperate Forest, Desert, Savanna, Mountain, Grassland, Tundra, Vegetation belts, Rivers, Estuary, Meander, Tributary, Source, Mouth, deforestation	Water cycle, Evaporation, Condensation, Precipitation, Surface run off, Ground water, Collection, Transpiration, Urban, Rural, Shanty town, Developed areas, Fair trade, Economy, Distribution, Living wage, Export	Mountains, Summit, Peak, Pass, Col, Tectonic plates, Earth's crust, Divergent boundaries, convergent boundaries, Slip Strike boundaries, Tourism, elevation, temperature, microclimate	Forests, mountains, arable land, Natural resources, Fossil fuels, Coal, Oil, Natural gas, pipes, infrastructure, economics, damaged buildings, soil erosion, tectonic fault lines



Place knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
New knowledge			Pupils understand the geographical similarities and differences through studying the physical geography of a small area of the UK and of a small area in a contrasting non-European country.	Pupils understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.	Pupils understand geographical similarities and differences through the study of human and physical geography of a region within South America.		Pupils can understand geographical similarities and differences through the study of a human and physical geography of a region of the UK and a region in a European country.	
			Pupils compare human and physical features of Australia and the UK. Canberra and London, Ben Nevis and Ayres Rock (Yulara town and Fort William), Tower Hamlets	Pupils compare human and physical features of Alaska and the UK. Llanberis in Wales and Anchorage Alaska, UK settlements and Tlingit settlements, Kivalina and Perth/Norwich	Pupils compare forests (physical and human features) of the Brazil and the UK. Epping forest and Amazon rainforest, tropical and temperate zones.		Pupils compare Norway and the UK. Bergen and Oslo, Scotland, Wales, Lake District and Norfolk Broads,	
Consolidation								
Vocabulary			physical features, human features, mountain, rock, weather, high land, climate	continent, distance to coast, land height, population, climate, physical, human, flooding	Temperate, tropical, rainforest, seasonal, rainy season, deciduous, adaptations, equator		Environment, physical features, human features, urban, rural, landscape, densely populated, contrast, compare	

