By the end of Reception, pupils will know and be able to:

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

People Culture and Communities (ELG)

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

By the end of year 1 pupils will know and be able to:

Autumn 1 – Have you ever been lost?
- use and interpret a simple plan.
- understand that symbols are used in a key.
- use and extend use of positional vocabulary.
- experience N, S, E and W in various ways.
- understand that symbols give meaning and represent areas/objects.

Autumn 2 – Up, up and away!
- know which forms of transport can be used for travel over land, water and in the air.
- locate on a map the four countries which make the UK.
- locate and name the major seas around the UK.
- name the capital of each of the four countries.
- know about the country in which they live and its place within the world.
- know that London is the capital of England.
- recognise and talk about some well-known landmarks in London.

Spring 1 – Polar Bears or penguins.
- locate the North and South Poles, the Arctic and Antarctic on a globe.
- know about key features of the North Pole.
- understand that the North Pole is frozen sea water in the Arctic Ocean.
- know that the pattern of night and day is different at the Poles.
- identify the similarities and differences between the North and South Poles.
- discuss how people live within the Arctic Circle including food, dress, homes and travel.
- know about the life cycle of the polar bear and how it moves around.
- know that polar bears live near the North not South Pole, and that penguins live near the South not North Pole.
- understand the life cycle of a penguin.
- discuss how penguins and others live in these conditions.

Spring 2 – Sun hats or umbrellas?
- name different types of weather.
- recognise symbols for weather types.
- record daily weather patterns.
- identify items of clothing and other objects suited to hot, cold and wet conditions.
- has some understanding of seasonal weather patterns.
- know the four seasons and can describe the weather in each season.
- know simple vocabulary to describe different types of rain.
- able to discuss where the rain goes.
- understand that some countries are very cold and other countries are much hotter and drier.
- locate the Equator.
- identify differences between hot and cold areas and can recognise some physical differences.

Summer 1 – What if I live in?
- begin to understand that there are similarities and differences between urban and rural settings.
- identify different types of housing.
- to discuss what life is like in a town.
- understand what a park is and how parks can differ in their usage.
- know the types of shop found in the chosen urban area.
- discuss the need for amenities such as emergency services, hospitals and schools.

Summer 2 – What if I live in?

- know about a rural (country) setting.
- begin to understand and can express some basic differences between urban and rural settings.
- know what a farm is.
- understand that farms are different in size and what is produced.
- understand that farms provide food for others.
- understand that seas and lakes can be farmed
- understand that country and coastal areas can be visited by others for recreation.
- understand that tourism plays a part in towns.

Skills and knowledge.

- use simple fieldwork and observational skills to study the geography of their school and the key human/physical features of its surrounding environment.
- use simple compass directions (N, S, E, W) to describe the location of features.
- begin to understand the need for and use of a key.
- use own symbols on maps.
- understand the purpose of maps to show 'where'.
- to use a simple picture map to move around school.
- develop and follow directional vocabulary (up, down, right, left, forwards, backwards) and use it to describe the location of features.
- use world maps, atlases and globes to identify and locate the United Kingdom and other continents and oceans.
- use non-fiction books, stories, maps, pictures and photographs as sources of information.
- use basic geographical vocabulary to refer to key physical and human features.
- make simple comparisons between features of different places.
- begin to ask/initiate/widen the scope of geographical questioning and offer their own ideas.

By the end of year 2 pupils will know and be able to:

Autumn 1 – What is there around me?
- devise a simple map to show their journey to school.
- depict key features on a map, using agreed symbols.
- undertake a traffic survey.
- collate and interprets the information gathered.
- knows different modes of transport available, such as by car, bus, train, aircraft and ferry.
- uses maps to identify places where transport could be accessed.
- collects information about local shops.
- understands that some items are local and others are shipped from overseas.
- can discuss reasonable changes to their local environment.

Autumn 2 – Is it really round?
- identify the seven continents, the United Kingdom and the five oceans.
- understand that if they travel from their school in one direction, they will eventually return to where they started as the world is a sphere.
- can locate and name the continents and oceans studied
- can understand and interpret a 2D representation of the world in map form.

Spring 1 – A visit to China.
- knows where to find China on a world map and globe.
- recognise similarities and differences between Beijing and cities/towns in the United Kingdom.
- understand how rice is grown.
- understand the importance of rice as a source of food.
- knows about the lives of two different Chinese children: one living in a city, the other a village.
- understand that although there are similarities, life for a child in Beijing can be very different from that of a child in a small village.
- knows about some aspects of Chinese culture – meditation, art and food.

Spring 2 – Which way shall I go?
- read a simple map or plan.
- find their way on a journey and identify places using a simple grid system.
- design a map of an island with grid numbers.
- use globes and world maps to help create a journey line from their school to Kenya, Africa.

Summer 1 – What have I found out about the world?
- name places they have visited both in UK and overseas and find them on a map or globe.
- use different sources of information to identify where famous landmarks and geographical features are found in the world.
- place landmarks and features on a world map.
- give an explanation (presentation) as to why they would like to visit anywhere in the world.
- use the globes and world maps to help create a journey line from their school to Kenya, Africa.

Summer 2 – Where shall we go on safari?
- locate Africa and Kenya.
- knows what a national safari park is.
- map the journey to Kenya on a globe or world map.
- knows about Kenya's terrain.
- knows about the wet and dry seasons in Kenya and the importance of rain.
- knows which animals might be found in the safari park.
- understand that animals move in search of food.
- knows that some animals are endangered.

Skills and knowledge

● use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment.
● create freehand route maps.
● depict key features on a map, using agreed symbols.
● begin to understand the need for and use of a key.
● use simple compass points (N, S, E, W) and locational and directional language(near, far) to describe the location of features and routes on a map.
● follow a route on a map
● use simple world maps, globes and infant atlases to identify the United Kingdom, its four countries and their capital cities.
● use simple world maps, globes and atlases to identify and locate countries, the seven continents and five oceans of the world.
● can understand that if they travel from their school in one direction, east or west (using a compass), they will eventually return to where they started as the world is a sphere.

By the end of year 3 pupils will know and be able to:

Investigating our local area.
● plan a route to record features in the locality.
● follow a route or trail in the local area.
● use a structured format to create a simple sketch map.
● create maps and plans with agreed symbols.
● compare informal and OS symbols.

What on Earth?
● identify and match features on a globe and world map.
● identify key features on a map of the British Isles.
● locate countries and cities of the United Kingdom using maps and satellite imagery.
● locate geographical regions of England and Wales.
● locate geographical regions of Scotland and Northern Ireland

Where and why does the Earth rumble?
● name and locate UK and world mountain chains.
● locate on a map the location of: the tallest six mountains in the world; the tallest six mountains in Europe; major mountain ranges and the tallest mountains in the UK.
● understand how contour lines on an OS map show us the formation of mountains and hills.
● describe how different types of mountain and mountain chain are formed and give examples.
● describe how volcanoes are formed and give examples.
● locate volcanoes on a map.
● have an appreciation of the impact of volcanic eruptions on life at both the local and global level.
● understand how weather on a mountain changes through the seasons and altitude and how this affects human activity.
● knows about issues and conflicts in the use of mountain environments.
● understand how weather on a mountain changes quickly and with altitude.
● knows what an avalanche is and where and why they occur.

What's special about Malopolska, Poland?
● locate Europe on a map of the world.
● locate the region and key features of Malopolska on a map of Poland.
● plan journey and route to Malopolska.
● locate and identify key features of Krakow.
● identify contrasts between an urban and rural locality in Malopolska.
● locate and identify some of the characteristic features of Malopolska.
● describe what makes Malopolska region special.

Where does our lunch come from?
● knows and can locate countries from where some of their food originates.
● understand what food miles are.
● understand and able to discuss the environmental impact of transporting food over ever- increasing distances.
● knows the cycle of some foods from producer to consumer.
● understand that discharges and emissions from production, processing, packaging, and transport, contribute to 'greenhouse' gases.
● understand the terms 'import' and 'export'.
● understand how international trade can benefit richer countries and makes it difficult for poorer countries to escape from poverty.
● understand what 'Fairtrade' means and begins to understand that they, as shoppers, can make trade fairer.
● knows about some Fairtrade products and their journey from producer to consumer.

Skills and understanding
- use maps of the locality to plan a route.
- draw a map of a short route.
- use standard symbols on a map.
- use four points of the compass confidently.
- begin to use atlases (maps, index and contents) and globes.
- use thematic maps.
- identify and match features on a globe and world map.
- locate significant places and major features on a globes and world maps
- identify significant places
- locate significant places and features and regions on maps of the United Kingdom.
- locate countries and cities of the United Kingdom using maps and satellite imagery.
- locate geographical regions of England, Wales, Scotland and Northern Ireland.
- describe human and physical characteristics of some geographical regions.
- locate significant places, major features and environments on a map of Europe.
- begin to ask/initiate/widen the scope of geographical questioning and offer their own ideas.
- develop the use of appropriate vocabulary to communicate findings.
- identify similarities and differences between areas.

By the end of year 4 pupils will know and be able to:

Where on Earth?
- locate features on a world map and globe.
- understand/describe how the world has been represented on maps for different purposes and at different times.
- identify key features on different world map representations.
- identify day/night on a globe and world map.
- understands reasons for day/night and can describe the daily pattern of day/ night.
- understands differences in time around the world.
- knows about the Prime Meridian and the International Date Line.
- use zone information to predict times in different places.
- locate and describe key features and geographical regions of the United Kingdom.

RGS Bologna
- locate Europe on a world map.
- name and locate some of the countries in Europe, their capital cities, major rivers and mountain ranges.
- knows about the Mediterranean's landscape and climate.
- locate Italy.
- knows the differences between the regions of Italy.
- investigate the major cities of Italy.
- locate and identify some of the characteristic features of Bologna
- describe what makes Bologna special.

Why different weather? Weather around the world
- knows that weather is made up of seven elements.
- understand and use different techniques for measuring elements of weather.
- use confidently computer-based data logging to record some weather data.
- knows the difference between climate and weather.
- knows why we have night and day, and seasons.
- knows and understands time zones.
- knows about the climate and way of life in different climatic zones.
- locate climatic zones and specific places around the world on a map.
- knows what a biome is and that climate determines world biomes.
- knows the major biomes and where they are located.

What can we discover about our local area?
- explain the concept of change in the locality and give examples of current changes.
- describe how changes may be viewed in different ways by different people or groups.
- knows what 'sustainable' change is.
- plan a route around the locality to explore changes.
- create routes and communicate information using maps, compass points and grid references.
- follow a trail or route using compass points and grid references on a map.
- record changes in the locality using appropriate means, including mobile technology.
- present information gathered during fieldwork.

Global caretakers

- knows that the earth's atmosphere acts like a blanket, protecting the planet and enabling life to exist on the Earth.
- knows about the Earth's atmosphere, the gases in the atmosphere and its different layers.
- knows what fossil fuels are, how they were formed and why they are 'non- renewable' sources of energy.
- understand the impact of burning fossil fuels, including how they produce 'greenhouse' gases and how they impact on the climate.
- knows what the carbon cycle is and understands how people are changing the natural balance in the carbon cycle.
- knows some of the signs of global climate change.
- knows some of the ways in which climate change may affect people, landscapes and the environment.
- understand how reducing greenhouse gas emissions will contribute to solving global climate change.
- knows about some clean-air technologies and renewable energy sources.
- understand how they personally can make a difference, through simple actions such as reducing, reusing and recycling.

Skills and knowledge

- locate significant places and major features on globes and world maps.
- use different types of map, at a range of scales, to identify and locate continents, regions and features.
- make simple comparisons between map projections and types.
- understand why time is different around the world.
- understand why there are time zones around the world.
- use zone information to predict times in different places.
- investigate the seven elements which make up weather.
- select and use a range of measuring instruments to measure elements of weather.
- collect and record evidence and begin to analyse evidence and to draw conclusions
- understand the difference between weather and climate.
- understand seasons, day and night.
- understand climatic zones and biomes.

- locate significant places, features and environments on map of Europe.
- locate the boundaries of different European countries.
- use maps with increasing confidence, including key, symbols and scale.
- use atlases, photos, web-based tools, oblique/vertical aerial photos.
- start to question/annotate photos.
- develop use of vocabulary.
- begin to ask/initiate/widen the scope of geographical questioning and offer their own ideas.
- begin to collect/record/analyse evidence and draw conclusion; make comparisons between two locations.

- identify/explain different views.
- explore geographical issues through discussion.
- interpret sources of information for a purpose; present a point of view.
- recognise that changes in geographical features can be contentious and controversial.

- make a map of a short route with features in the correct order.
- make a simple scale drawing.
- use compass points/grid references to describe a locality/plan a route.
- use eight compass points and grid references purposefully for practical route finding.
- use standard symbols on a map.

By the end of year 5 pupils will know and be able to:

Greeks – biomes/climate zones
- locate and place Greece within the wider world.
- describe the climatic zones of Greece.
- understand how climate relates to biomes
- describe the physical landscape of Greece.

RGS North America
- name the countries in North America, their capital cities, major rivers and mountain ranges.
- locate the states of the USA and find their capital cities.
- identify key physical features of the USA
- describe how the Grand Canyon was formed.
- investigate different settlements
- describe the difference climatic zones in the USA
- consider the impact of droughts and floods.
- describe the different types of agriculture in the USA
- describe how New York has changed over time.

How is Alaska changing?
- locate and identify the countries and major regions of North America.
- identify Alaska in relation to climate zones, Arctic Circle and time zones
- make predictions about Alaska's features/ climate based on maps and images.
- gather information and raise questions about Alaska.
- use travel information and weather/ climate data to plan for a visit to locations in Alaska.
- able to explain the significance of key physical features, such as glaciers and earthquakes, and human features such as the Alaska pipeline.
- describe the effects and consequences of the Exxon Valdez oil spill.
- describe the cases for conservation and exploitation of the North Slope of Alaska.
- prepare a persuasive argument for a viewpoint in relation to the environment.

Earthquakes
- know why earthquakes occur
- know about major earthquakes
- understand the effect of earthquakes.

Investigating the Isle of Wight
- identify reasons why information about a locality (for example websites) might be created.
- discuss presentation/ impact of tourist and other promotional literature about a locality.
- produce a storyboard of ideas for a brochure about the local area.
- use a given route, identify sites and features to be recorded.
- use maps, compass points and grid references when planning a local route.
- create a geographical information pack about the locality, for a specific audience/purpose.
- identify key sites and features in the locality.
- share chosen information in an appropriate format with a wider audience.

Skills and knowledge
● knows and can locate features of California on a map.
● understand the climate, climatic zones and biomes of California.
● understand the importance of agriculture to the economy.
● know why California is a unique region due to its history.
● know about California's industries.
● describe the development of the electronics industry in Silicon Valley.
● understand issues surrounding disposal of waste, including toxic waste.
● identify an enquiry question linked to future developments in Silicon Valley.
● plan a holiday around California.
● describe a journey across California in terms of key features.
● use maps and aerial photography at a range of scales, to locate places and identify and delineate a region.
● understand and explain different views of people, including themselves, about the use of finite resources and/or the disposal of toxic waste.

● locate and name major circles of latitude and longitude that mark maps of the Earth.
● identify and name major climate zones and biomes.
● locate continents, countries and major regions on world maps and globes.
● use climate and weather data in geographical enquiries.
● know the difference between weather and climate
● identify key human and physical features of a distant locality.
● identify conflicts over land use in the local area and other localities.
● identify different viewpoints about issues, including environmental issues.

● interpret maps, images and digital resources to draw conclusions and answer geographical questions.

● use maps, images and text to convey information about a locality.
● use maps at different scales to plan routes.
● use compass points and grid references to follow a route.
● follow routes on OS maps
● describe features shown on OS maps
● use four-figure grid references
● identify significant places and environments as stated within the KS2 National Curriculum

By the end of year 6 pupils will know and be able to:

Skills and knowledge

- Locate South America
- Name the countries of South America, their capital cities,
- Research areas of interest relating to South America – major rivers, major mountain ranges, deserts, time zones, landmarks, (physical and human).
- Understand the difference between weather and climate
- Understand the relationship between climate and latitude
- Understand that climate determines biome
- Identify the different climate zones / biomes in South America
- Use climate graphs to compare the UK climate to that of Brazil
- Focus on the rainforest climate and biome
- Recognise the structure of the rainforest
- Identify the global importance of rainforests – focus on Amazon
- Identify the factors affecting rainforests and the role of humans
- Recognise the global consequences of deforestation
- Identify different types of settlement in Brazil (rainforest and favela)
- Compare lives with UK
- Understand the push / pull factors for migration.
- Describe the journey of a river from source to mouth
- Use vocabulary related to a river system

- follow route on 1:50,000 OS map
- locate places on a world map
- recognise and use OS map symbols
- understand height and slope - contour lines
- confidently use a range of maps
- use the scale bar to measure distances
- use six-figure grid references
- begin to use latitude and longitude on atlas maps
- confidently identify significant places and environments as stated within the KS2 National Curriculum