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|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Locational and Place knowledge | Talks about the features of their own immediate environment and how environments might vary from one another | Name and locate areas within their school Locate UK on a variety of mapsName and identify countries that make up the UKName and locate capital cities of the UK | Name and locate significant places in BirtleyName and locate of seas around the UKName and locate the seven continentsName and locate the five oceansLocate equator, North Pole and South PoleEach country in the UK has its own characteristics and identity | Name and locate a wider range of places within BirtleyName and locate countries in Europe including ItalyName and locate capital cities in Europe Know the location of volcanoes around the world including Mount VesuviusIdentify the position of the equator, Northern Hemisphere and Southern Hemisphere | Name and locate significant places in the North-East of EnglandName and locate countries and capital cities of South America Identify the position and significance of the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles | Name and locate a wider range of places in the North-East of EnglandName and locate countries in North America and their capital citiesLocate significant cities and states that link to areas studied Identify the position and significance the Prime/Greenwich Meridian and time zones (including day and night) | Name and locate major counties in Northern EnglandName and locate wider range of counties throughout the UKLocate major cities in the UKIdentify the significance of latitude and longitude  |
| Physical geography  | Knows about similarities and differences in relation to places, objects, materials and living things | Recognise physical features of a seaside townKnow weather changes throughout the seasons Know weather can differ across the UK  | Know weather patterns differ depending on how close a country is to the equator or polesKnow that physical geographical features may look different in other places around the world | Climate zones and vegetation belts across Europe Compare physical features in locality to region of ItalyKnow the Earth is made up of several layersKnow the Erath’s crust is not solid and is made up of tectonic platesVolcanoes are caused by the movement of tectonic plates  | Know key physical features of Brazil including longest river, Amazon rainforest and highest mountain Find location of climate zones, vegetation belts and biomesKnow the stages of the water cycle including names of different clouds how clouds are formed Flooding is part of the water system | Know key physical features of the USA including biomes, highest mountain and longest riverLocate mountain ranges around the world including in the USALocate mountain ranges in the UKKnow the features of mountain rangesKnow the process that allows mountains to be formed | Know key topographical features of northern counties including hills, mountains, coasts and riversLocations where earthquakes commonly occur and whyKnow the role of tectonic plates in causing earthquakesKnow the structure of an earthquakeKnow there are different magnitudes of earthquakes |
| Human geography | Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditionsRecognises that they belong to different communities and social groups and communicates freely about own home and community | Identify different types of homes and why they may be suited to particular peopleIdentify villages, towns and cities and discuss the benefits and disadvantages of each | Identify similarities and difference is aspects of daily routine of a child in the UK and Kenya | Compare settlements in North-East to those in a region of ItalyKnow there are similarities and differences in economic activity, including trade links, in the North-East and a region of ItalyPeople live near volcanoes for different reasons | Know key human features of Brazil including major cities and famous landmarks Explore what life is like as a child in Rio de Janeiro and that this may differ depending on the area where they live (such as Barra di Tijuca and Rochinha)Compare life of people living alongside the River Tyne and the AmazonKnow that rivers are an important part of settlements both in the North-East and the AmazonFlooding can have manmade causes | Know key human features of the USA including major cities and famous landmarksKnow foods grown and exported from America Know that farmers face agricultural challenges Know how drought and forest fires have an impact on people in CaliforniaKnow New York is a major city in America and that it has changed over timeMountain ranges are used for tourism | Explore land-use patterns of Birtley and explore how and why some of these aspects have changed over time (including coal mining) Explore how land-use in Kielder National Park has changed over time (including use of reservoir)Know that Kielder Water is the location of England’s largest hydro electric plant Know that different magnitudes of earthquakes can affect communities differentlyKnow the significance of the San Andreas fault on the landscape of California |
| Enquiry and investigation | Looks closely at similarities, differences, patterns and change in natureMake comments about common environments  | Ask and answer simple geographical questions (what, where, who)Use geographical vocabulary to describe places | Ask and answer geographical questions (what, where, who)Describe simple similarities and differences | Ask and answer geographical questions (what, where, who, why)Describe similarities and differences  | Ask and answer geographical questions (what, where, who, why, how) to explore how geographical issues are affecting people in different environmentsDescribe how places change  | Ask and answer geographical questions (what, where, who, why, how) to explore how the same issues affect different groups of people in different ways Describe patterns when exploring places and how they have changed | Ask and answer geographical questions (what, where, who, why, how) to form their own opinions about geographical issues Use geographical vocabulary to make predictions about places based on how they have changed |
| Fieldwork | Makes observations of animals and plants and explains why some things occur, and talks about changes | Observe and describe daily weather patternsUse fieldwork and observational skills to study school and surrounding areaUse fieldwork and observational skills to study local | Identify seasonal and daily weather patternsUse fieldwork to observe physical and human features of local environment  | Use fieldwork to observe and record human and physical features in the local areaUse sketch maps to record findings  | Use fieldwork to observe and record human and physical features in the local areaUse graphs to present their findings  | Use fieldwork to observe, measure and record human and physical features of their local areaUse graphs and digital technologies to present and explain findings  | Use fieldwork to observe, measure and record physical and human features of their local areaUse graphs and digital technologies to present, analyse and explain findings  |
| Styles of maps | KS1 atlasesPicture maps Story mapsMaps of familiar areas such as classroom, park etc | KS1 atlasesElectronic globes and maps including screenshots of specific areasMaps of the classroom and local areaTeacher drawn plan perspectivesAerial photographs | KS1 atlasesElectronic maps and globesLarge scale OS mapsAerial photographs | KS2 atlasesLarge scale OS mapsAerial and oblique maps Aerial photographs | Large and medium scale OS mapsKS2 atlasesMap sites on the internet Aerial and oblique mapsAerial photographs | Use index and contents page within atlasesMedium scale OS maps Aerial photographs | OS mapsKS2 atlasesAerial photographs from present day and the past |
| Using maps | Use maps and to develop interest in the world around them | Use world map and atlases to locate the United KingdomUse maps to explore Birtley at other local areaUse aerial photographs to recognise landmarks around school and a local areaUse plan perspectives of familiar area/room within school | Use maps to recognise landmarks and basic human and physical features of the UK and KenyaUse maps to locate continents and oceans  | Use maps, atlases and globes to locate countries studied Follow a route on a simple map | Use maps, atlases, globes and computer/ digital mapping to locate countries studiedFollow a route on a large-scale OS map | Use maps, atlases, globes and computer/ digital mapping to locate countries and describe features studied Use thematic maps to find out information about different places (mountain ranges, wetlands etc) | Use maps, atlases, globes and computer/ digital mapping to locate countries and describe features studied Compare aerial photographs and maps over timeFollow a short route on an OS map |
| Representation  | Use own symbols on imaginary maps | Use basic key symbols (church, toilet, school, house, lighthouse, parking, telephone box) | Construct basic map symbolsKnow why a key is needed | Use a key on a map Use common OS symbols relevant to studied area  | Know that colours on maps are used to show different physical zones | Use less common OS symbols to show geographical features Know that contour lines on a map are used to show height | Use OS map symbols Use contents and index of an atlas |
| Drawing maps  | Draw plan perspectives of imaginary places | Draw own maps from storiesDraw plan perspective of classroom | Devise a simple map of school and immediate area | Draw a map from a short route they have experienced (eg from school to local church) | Draw a map from a short route they have experienced Make a scale drawing | Draw thematic map based on given data | Draw thematic map based on own data |