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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 maps  Name and identify countries that make up the UK  Name and locate capital cities of the UK | Name and locate significant places in Birtley  Name and locate of seas around the UK  Name and locate the seven continents  Name and locate the five oceans  Locate equator, North Pole and South Pole  Each country in the UK has its own characteristics and identity | Name and locate a wider range of places within Birtley  Name and locate countries in Europe including Italy  Name and locate capital cities in Europe  Know the location of volcanoes around the world including Mount Vesuvius  Identify the position of the equator, Northern Hemisphere and Southern Hemisphere | Name and locate significant places in the North-East of England  Name 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 England  Name and locate countries in North America and their capital cities  Locate 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 England  Name and locate wider range of counties throughout the UK  Locate major cities in the UK  Identify 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 town  Know 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 poles  Know 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 Italy  Know the Earth is made up of several layers  Know the Erath’s crust is not solid and is made up of tectonic plates  Volcanoes 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 biomes  Know 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 river  Locate mountain ranges around the world including in the USA  Locate mountain ranges in the UK  Know the features of mountain ranges  Know the process that allows mountains to be formed | Know key topographical features of northern counties including hills, mountains, coasts and rivers  Locations where earthquakes commonly occur and why  Know the role of tectonic plates in causing earthquakes  Know the structure of an earthquake  Know there are different magnitudes of earthquakes |
| Human geography | Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions  Recognises 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 people  Identify 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 Italy  Know there are similarities and differences in economic activity, including trade links, in the North-East and a region of Italy  People 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 Amazon  Know that rivers are an important part of settlements both in the North-East and the Amazon  Flooding can have manmade causes | Know key human features of the USA including major cities and famous landmarks  Know foods grown and exported from America  Know that farmers face agricultural challenges  Know how drought and forest fires have an impact on people in California  Know New York is a major city in America and that it has changed over time  Mountain 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 differently  Know the significance of the San Andreas fault on the landscape of California |
| Enquiry and investigation | Looks closely at similarities, differences, patterns and change in nature  Make 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 environments  Describe 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 patterns  Use fieldwork and observational skills to study school and surrounding area  Use fieldwork and observational skills to study local | Identify seasonal and daily weather patterns  Use fieldwork to observe physical and human features of local environment | Use fieldwork to observe and record human and physical features in the local area  Use sketch maps to record findings | Use fieldwork to observe and record human and physical features in the local area  Use graphs to present their findings | Use fieldwork to observe, measure and record human and physical features of their local area  Use graphs and digital technologies to present and explain findings | Use fieldwork to observe, measure and record physical and human features of their local area  Use graphs and digital technologies to present, analyse and explain findings |
| Styles of maps | KS1 atlases  Picture maps  Story maps  Maps of familiar areas such as classroom, park etc | KS1 atlases  Electronic globes and maps including screenshots of specific areas  Maps of the classroom and local area  Teacher drawn plan perspectives  Aerial photographs | KS1 atlases  Electronic maps and globes  Large scale OS maps  Aerial photographs | KS2 atlases  Large scale OS maps  Aerial and oblique maps  Aerial photographs | Large and medium scale OS maps  KS2 atlases  Map sites on the internet  Aerial and oblique maps  Aerial photographs | Use index and contents page within atlases  Medium scale OS maps  Aerial photographs | OS maps  KS2 atlases  Aerial 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 Kingdom  Use maps to explore Birtley at other local area  Use aerial photographs to recognise landmarks around school and a local area  Use plan perspectives of familiar area/room within school | Use maps to recognise landmarks and basic human and physical features of the UK and Kenya  Use 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 studied  Follow 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 time  Follow 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 symbols  Know 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 stories  Draw 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 |