

Objectives	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Locational and Positional Knowledge	<p>Use a range of sources such as simple maps, photographs, magnifiers.</p> <p>Visit local places.</p> <p>Name and locate different parts of the local community.</p>	<p>Name and locate the four countries that make up the UK and the three main seas that surround the UK.</p> <p>To find their local town (Tunstall), city (Stoke on Trent) and village on Google Maps</p> <p>Identify the North and South Pole and the Equator on a globe.</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>Compare the advantages and disadvantages of living in a village, town or city.</p>	<p>Name and locate countries and cities of the UK.</p> <p>Name and locate European countries and cities.</p> <p>Compare living in the UK to living in the Mediterranean (Italy)</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries.</p> <p>Locate the tropics.</p> <p>To locate rivers in the UK and the world's longest rivers.</p> <p>To locate UK mountains and the world's highest mountains.</p>	<p>Locate the main countries in Europe and North or South America.</p> <p>Name and locate European capitals.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian.</p> <p>Climate zone.</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania.</p> <p>Name and locate the deserts around the world; including hot and cold deserts.</p> <p>Time zones.</p>	<p>World's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East.</p> <p>Environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p>
Map Work	<p>Use a simple map with symbols to spot features in the school grounds or in the local community.</p> <p>Introduce a globe</p>	<p>Use simple compass directions (N, E, S, W)</p> <p>Describe the location of features and routes on local maps.</p> <p>Use locational and directional language (eg, near and far, left and right),</p> <p>Introduce an atlas for the UK.</p> <p>Introduce a globe and atlas for the Poles and Equator.</p>	<p>Use simple compass directions (N, E, S, W) and locational and directional language, to describe the location of features and routes on a map</p> <p>Atlas for the continents and five oceans.</p>	<p>Introduce the eight points of a compass.</p> <p>Plan a journey using a road map across the UK.</p> <p>Atlas and local areas maps.</p> <p>7 continents on a world map.</p> <p>Atlas for capital cities of countries in Europe.</p>	<p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn on a globe and an atlas.</p> <p>Develop use of the eight points of a compass.</p> <p>Use an atlas and digital maps (Google Maps) to locate rivers and mountains.</p>	<p>Using maps, an atlas and globe find and locate the capital cities of the European countries</p> <p>Use globes and atlases to locate specific biomes; Mediterranean. Savannah and Polar</p>	<p>Expand map skills to include non-UK countries.</p> <p>Extend to six figure grid references with teaching of latitude and longitude.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries.</p> <p>Ordnance survey map.</p>	<p>Range of world maps.</p> <p>Google maps.</p> <p>Atlases</p>
Place Knowledge	<p>Use the local area for exploring both the built and the natural environment.</p> <p>Express their opinions on natural and built environments.</p>	<p>Observe and describe the human and physical geography of a small area of the United Kingdom (Tunstall)</p>	<p>Compare the local area (Tunstall) with a region in Africa (Kenya)</p> <p>Identify the key human and physical characteristics of the local area</p>	<p>Similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Tunstall) to Italy.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country. (South America Yanomami))</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>Locate the Amazon rainforest.</p>	<p>To know and compare the main physical and human differences between a third world and developing country.</p> <p>To understand the British Isles and the port industry.</p>	<p>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</p>

<p>Human & Physical Geography</p>	<p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Show care and concern for living things and the environment.</p>	<p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p>	<p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p> <p>Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, shop) of a contrasting non-European country.(Kenya)</p>	<p>Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p>	<p>Describe and understand key aspects of: Types of settlements in modern Britain: villages, towns, cities</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts..</p> <p>Describe and understand key aspects of: Physical geography for rivers and mountains.</p>	<p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe and understand human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>	<p>Describe and understand key aspects of: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>	<p>Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils.</p> <p>Weather and climate, including the change in climate from the Ice Age to the present; and glaciation and coasts.</p> <p>Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</p>
<p>Field Work</p>	<p>Find out about the environment by examining photographs, simple maps and visiting local places.</p> <p>Mark -make to create representations of maps & journeys.</p> <p>Develop an understanding of positional language in relation to their own position.</p> <p>Use simple observational skills to explore the school grounds.</p>	<p>On a walk children use observational skills to study the geography of the school.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment, e.g. note taking, sketches, photographing, videoing</p>	<p>Observe and record the features of the local area on a street trail.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Learn the four points of the compass and look at a simple map of the local area and identify known features, e.g. roads, shops etc.</p>	<p>Children to make observational notes/map and take photographs to support their notes.</p> <p>Learn the eight points of a compass.</p>	<p>Children use the school and compass directions to map out a treasure hunt around the school.</p> <p>Learn the eight points of a compass and use 2 figure grid reference (maths co -ordinates) to describe locations in the school site</p>	<p>Research rainfall across the world.</p> <p>Sketching maps, plans and graphs.</p> <p>Create graphs of rainfall.</p>	<p>Children use an OS map with four figure grid reference of the local area.</p> <p>Plan a hike within the Peak District using grid references.</p>	<p>Interpret Ordnance Survey maps in the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p> <p>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> <p>use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>