	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	Use a large scale aerial maps of classroom and selected areas in immediate surroundings.	Use small scale map to locate UK and Africa. Use large scale aerial map of school and immediate surroundings.	Identify main oceans, 7 continents and countries studied on world map. Name and locate the 4 countries, capital cities and major features of the UK and surrounding seas. Use large scale plan map of school and immediate surroundings.	Use a small scale map to look at location of extreme weather events. Locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on a world map. Introduce terms latitude and longitude.	Locate climate zones on a world map and identify the effect of a country lying close to the equator, tropics, Arctic and Antarctic circle. Use a map with key to look at land use patterns in Florida. Identify the position of the Prime Greenwich Meridian and time zones and use to compare Florida, countries in Europe and Amazon rainforest with the UK.	Name and locate counties and cities in the UK between Salisbury and Birmingham. To use an atlas including index page to look at land-use patterns in the Caribbean and UK. Locate the Caribbean islands using longitude and latitude and use the time zones to work out the time difference compared with the UK. Use a large scale OS map of local area.	Name and locate key topographical features and land use patterns in the UK and consider how these are related. Name and locate key physical features around the world (rivers, mountain ranges and Pacific ring of fire). Use a large scale OS map of local area.
Place knowledge	To look at and notice similarities and differences between themselves and others and among families, communities and traditions. To know some similarities and differences between places, objects, materials and living things. To be able to talk about important parts of their own immediate environment and how environments might vary from each other.	Compare and contrast physical and human features in our local area and in a village in an African country.	Study a specific UK seaside town (and compare to seaside in non-European country).	Compare and contrast similarities and differences in physical and human features between Antarctica and the UK.	Compare and contrast similarities and differences in physical and human features between the UK, Rainforests and Florida.	Compare and contrast similarities and differences in physical and human features between the UK and the Caribbean.	Compare and contrast similarities and differences between the UK and Anicent Egypt.
Human and Physical knowledge		Look at human and physical features (including weather) of our local area and of different environments in Africa. How does weather affect where our food comes from? To identify hot and cold places in the world. To recognise the Fairtrade symbol and know why it is important.	Look at human and physical features of seaside towns in UK and begin to understand how weather affects these. Understanding our culturally diverse world by looking at 'hats of faith.' Threats to the planet's oceans and sustainability.	Water cycle Environmental factors To know how climates affect weather around the world and how people adapt to these (past and present).	Rainforest biomes and vegetation belts, climate zones. To understand the impact of distribution of natural resources on rainforest deforestation. Different landscapes in Florida. Identify the ways in which oceans are polluted, know the effect of ocean pollution on animals such as sea turtles and humans and to know some actions which can be taken to reduce plastic pollution.	To understand how physical and human features have influenced tourism in the Caribbean and to understand it's impact. To understand reasons for conflicting opinions on tourism in the Caribbean including economic activity. To understand why Fairtrade is important for farmers and to link this to distribution of food as a natural resource.	Rivers, mountains, volcanoes, earthquakes. To understand what a volcano is, how it is formed and identify key features. To know the Pacific Ring of Fire as a key area where volcanoes can be found. Distribution of water as a natural resource today and in past – could look at River Nile as case study in Ancient Egypt and today. To know how rivers have informed ancient civilisations, specifically Ancient Egypt and the Nile.

Map skills	To draw a simple map from memory with features about a familiar environment. Add photos /objects to large scale map (e.g. from Welly walk). To develop spatial awareness and to know be able to describe and understand the position of themselves relative to their surroundings.	Use small scale map to identify equator and hot and cold places in world. Aerial photos to identify key features of our school and to follow a route.	Giving directions to Jack to escape the castle. Aerial photos and plan perspectives to look at human and physical features of space including use of Google Earth. Understand keys using Beebot maps of space. Begin to use some symbols to show features on own sketch maps.	Use world maps with keys to identify patterns in of different types of weather around the world begin to relate these to the location relative to equator and tropic of Capricorn, tropic of Cancer and latitude and Arctic and Antarctic circles. Or to use world maps with keys to identify location of extreme weather events. Large scale map – weather mapping of school.	Use world maps with keys to identify where in the world there are rainforests (link to Y3 weather) and relate these to location relative to equator and tropic of Capricorn, tropic of Cancer and latitude and Arctic and Antarctic circles. Use Google Earth to explore deforestation in the Amazon rainforest and create a map to show this. Use a map to identify which countries the line of trenches in WW1 stretched to and from. Use a map to identify which countries were part were part of the Triple Alliance and know in which continent these are located.	Use a large scale OS map and orientate using eight points of a compass. 4 figure grid references. Analyse features on a large scale OS map and understand how they relate to the real world. Orienteering activity – 4 figure grid references to find selected locations in local area using a large scale OS map. Create a map to show impact of tourism in the Caribbean.	Use a large scale OS map to identify key physical and human features of local area. Use eight points of a compass and six figure grid references. Use Google Earth to investigate mountain ranges and the Nile. Use a map to identify tectonic plates and link to volcanic and earthquake activity.
Fieldwork	To begin to follow a route using simple directions (up, down, forwards, backwards). Go on a Geographical Drift – choose colour to focus on on walk… Photos/map things of that colour.	Identify key human and physical features of our local area on welly walk including (valley, hill, river, church, houses, school, village, wood). Aerial photos to identify key features of our school. Add on tracing paper overlay of aerial map of welly walk or school to create map. Use own symbols and create key. Use aerial map on a welly walk to follow a route.	Use simple compass directions and locational and directional language to direct others to key parts of school site. Use plan map of school grounds to record data with simple key.	Collect weather data from across school site and present in graphs or create puddle map of school with scale.	Identify the trees in the school grounds using the school tree survey map. Litter/plastic survey of school grounds.	Create a field sketch of area surrounding our school from the top of the hill – identifying human and physical features.	Large scale - use the eight points of a compass, six-figure grid references and OS map features to find geo-caches in local area. Create plan map from school to woods with OS symbols. Compass directions – 8. Field sketch of Woodford valley – note how river has had impact – link to draining of valley.
Investigation and critical thinking skills.	Be able to investigate places and environments by asking and answering questions, making observations and beginning to use sources including aerial photos, simple images, maps, atlases and globes.			Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.		Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.	