Knowledge, Skills and Understanding for Geography

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	*Knowledge*		**National Curriculum Reference:** • name and locate the world's 7 continents and 5 oceans • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas		**National Curriculum Reference:** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
		Naming Countries and Continents.	Introduce the concept that there are different countries in the world. Show countries linked to learning on a globe.	Name and locate the four countries in the UK.	Name and locate the 7 continents. Asia Africa North America South America Antarctica Europe Australia Difference between a continent and a country.	Name and locate countries in Europe: UK France Spain Switzerland Russia Turkey Vatican City Name the countries that border the countries above. Understand that a country can be part of two continents.	Name countries in North and South America. 23 countries in North America including Canada, Hawaii and Alaska. Understand that there are 50 states. Name the 12 countries in South America: Argentina, Bolivia Brazil Chile Colombia Ecuador Guyana Paraguay Peru Suriname Uruguay Venezuela Two Territories in South America:	Name countries in the Arctic and Antarctic circles.	Explain why the North Pole is not on a continent. Investigate and compare the locations of major earthquakes and volcanoes around the World and understand how these link to the location of the world's tectonic plates.

	Knowledge, Skills and Understanding for Geography						
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					French Guiana and Falkland Islands.		
Naming Capital Cities		Name and locate the capital cities in the UK. England – London Scotland – Glasgow Wales – Cardiff Ireland – Dublin Understand what a Capital city is.		Name and locate the capital cities in Europe. London Paris Madrid Bern Moscow Ankara Vatican City state	Name and locate capital cities in areas of study.	Name and locate capital cities in areas of study.	Name and locate capital cities in areas of study.
Travel and understanding of the distance between locations	Introduce the different ways to travel to places in relation to topics studied. E.g. When studying China. Locate country on a globe and ask questions like: do you think we could get here by walking? Which do you think would be the best way to cross the sea?	Understand the time it takes to travel to the capital cities in the UK by car.	Understand how we travel to countries from the UK (plane, boat etc.)	Plan a route of travel between European cities by car, including the Channel Tunnel.		Discuss the complexities involved with travelling across the Arctic and Antarctic.	Compare the length of the Great Barrier Reef to a journey from Norwich (to Moscow or Athens)
Seas and Oceans	Introduce the concept that there are different seas in the world. Show that the seas are the blue parts on a globe.	Name and locate the seas surrounding the UK.	Name and locate the 5 major oceans Indian Ocean Atlantic Ocean Pacific Ocean Arctic Ocean Southern/Antarctic Ocean Understand the difference between a sea and an ocean.			Identify the sea and ocean which can be viewed from coastlines in America.	

Knowledge, Skills and Understanding for Geography

			EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Position and significance	When learning about cold places. We will talk to the children about the north and south pole and introduce the term equator.	Name and locate the Equator, North and South Poles and explain that the poles are cold and countries near the equator are hot.		Understand the significance of the equator: The equator is the warmest part of the Earth and they do not have seasons. Identify the northern and southern hemispheres The closer to the equator, the warmer the climate.	Identify the Tropic of Cancer and the Tropic of Capricorn and understand these as lines parallel to the equator.	Understand that the equator is at 0 degrees, it is neither North nor South. Locate the Arctic at 66.5 degrees North and Antarctic Circles at 66.5 degrees South. Name and locate the Tropic of Capricorn at 23.5 degrees South and the Tropic of Cancer at 23.5 degrees North and understand its significance.	Understand that locations can be found along the lines of longitude and latitude (e.g. 40.8224 N, 14.4289 E, Mount Vesuvius) and these can be searched om Google Maps.
Place Knowledge	*Knowledge*		**Understanding of the world ELG: People, Culture and Communities:** 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.	**NC Reference:** • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		**NC Reference:** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America			
			When learning about Cold places animals, Diwali, Chinese New Year and Africa linked to Handas surprise we look at similarities and differences between	Identify similarities and differences between a city and a village in the UK. Observe similarities in physical features	Observe and describe the similarities and differences between New South Wales, Australia (wider world) and Norfolk.	Identify similarities and differences between two unfamiliar countries (Spain and Switzerland/Norfolk coast and the Mediterranean).	Identify similarities and differences between regions of North (St Louis) and South America with the UK.	Identify similarities and differences between Murmansk and Norwich – population; climate; land use; buildings; transport; architecture.	Compare Glasgow and San Francisco. Use this to compare the impact of an Earthquake on both locations.

		Knowledge, Skills and Understanding for Geography						
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		these places and where we live. We will also discuss these as they come up through any stories read in class.	in Norfolk and Lincolnshire.	Observe and describe some physical differences between Norfolk and the Cotswolds.			Compare the UK to a region in the Arctic/Antarctic. Understand the differences between the Arctic and the Antarctic.	
Physical and Human Geography	*Knowledge*		**Understanding of the World: ELG: People, Culture and Communities:** *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; **Understanding of the World: The Natural World.** Understand some important processes and changes in the natural world around them, including the	**NC Reference:** • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		**NC Reference:** describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			

Knowledge, Skills and Understanding for Geography

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	seasons and changing states of matter.						
Key Physical Features studied	During our topics we will introduce the children to a variety of new words, like sea, beach, cliff, land, river,	Locate Physical Features in Norfolk: • Beach • Coast • Forest • River • Valley • Sea • Cliff • Ocean Describe what is special about Norfolk – The Broads and having a coastline.	Compare Norfolk with the Cotswolds on a 3D map, identify difference in physical features (Norfolk is very flat and the Cotswolds has many more hills).	Identify physical features: Rivers (Manzanares) Mountain ranges (Pyrenees, Ural Mountains and Alps) Amazon River	Identify the following physical features in North America: Niagara Falls Grand Canyon Devils Tower Yellowstone Park Everglades Mississippi River Lake Michigan Nachanni National Park Mount Thor	The Transantarctic mountains McMurdo Dry Valleys Antatctic Oeninsula Mount Vinson Ross Ice Shelf Deception Island	Mt Vesuvius Kilauea, Hawaii Yellowstone California's Long Valley Japan's Aira Caldera Toba Caldera New Zealand's Taupo Mount Fuji Pacific Rim of Fire Whaley Bridge and River Don.
Key Human Features studied	Children will be introduced to new words through our topics and stories read. Like bridge, shop, building, house.	Use basic Geographical vocabulary to refer to: Human Features • House • Shop • Business	Land use - Farming	Identify human features: Parliament buildings Royal Palaces Towns (Pamploma) Aqueduct Motorways Apartment Blocks (La-Pedrera Barcelona) Squares (Plaza Mayor) Explain how houses differ in the UK to Antalya because of the climate.	Identify the following human features in North America: Willis Tower Empire State Gateway Arch Golden Gate Bridge Statue of Liberty Hollywood sign Mount Rushmore Gilles-Villeneuve F1 circuit Eads Bridge	Identify the following human features in Antarctica: Halley VI research station Igloos	The Transamerica Pyramid

Knowledge, Skills and Understanding for Geography

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Knowledge	**Seasonal Weather and Climate**	We talk about the weather on a daily basis and introduce the four seasons. We go on seasons walk around the school grounds and observe the changes that we can see. We prepare Mr Prickles (cuddly hedgehog) for hibernation and talk about how some birds emigrate. We compare what the weather is like where we live and in cold places and Africa when we cover these topics.	Compare the climate in the UK to that at the poles and near the equator. Explain what the weather is like today.	Understand how climate impacts human features (farming). Compare the climate of Norfolk with that of NSW, Australia.	Discuss how the climate in the UK differs in parts of Europe.	Explain why climates are different in different parts of the world: e.g. the warmest weather in the world is between the Tropics.	Understand the impact of climate on humans and animals. Explain how climate change is affecting our planet in relation to the Arctic and Antarctic. Discuss how climate changes may affect arctic biomes.	Explain how climate change is affecting our planet in relation to the coral reefs (coral reef bleaching). Explain how climate change is impacting on areas of flood plains.
	Difference between physical and human features:		Understand that some features have been made by people.	Understanding features which are man-made (human) and those which are natural (physical).	Use the headings human feature and physical feature to sort pictures. Understand that physical features can have aspects which are man-made.		Understand why there are more physical/human features in some locations and less in others and explain reasons for this.	
	Rivers, Mountains and the Water Cycle				Understand that rivers vary at different parts of the river course (Manzanares) and they flow into the sea.	Know how the Water Cycle works (Amazon River). Importance of Water (compare Amazon River/Maya) Identify different parts of a river: Mouth Source Tributaries		Explain the difference between world rivers and river basins. Identify areas which are vulnerable to flooding and discuss the impact of this on people's lives. Explain how a volcano is created.

	Knowledge, Skills and Understanding for Geography						
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					Describe the difference between a hill and a mountain. Explain how mountains are formed. Recall and locate the 3 highest mountains in the UK: Ben Nevis (Scotland) Scarfell Pike (England) Snowdon (Wales) Compare two different mountain ranges (The Rockies and the Andes).		Explain the difference between a Cider Cone Volcano and a Shield Volcano. Explain how an earthquake is created.
	Biomes				Understand the term biome – a biome is a special word for an area of land that has a certain type of climate and certain types of living things that thrive in that climate. Rainforest Biomes	Desert Biomes in the Arctic. Compare a desert biome in the Sahara to a desert biome in the Arctic. Tundra Biome	Coral Reefs Compare and contrast coral reefs biomes to ocean biomes.
	Settlement and Land Use		Explain how land use has changed in the Local Area Changes in the City of Norwich over time – modern Norwich to the time of Edith	Explain how physical features affect land use? Describe land use – farming in Norfolk and understand how the land is used for profit.	Explain how settlements and land use different in different countries in Europe? Understand how settlements and land use in the UK are	Explain how settlements and land use different in different countries in the wider world? Compare settlements in the	Explain how settlements and land use change over time – political, environmental etc. Explain how a place influences how and	Apply knowledge of Natural Disasters and climate to discuss settlements change over time and why people settle in 'danger zones'

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			Cavell (Norwich Cathedral).	Understand how a location's physical features and climate justifies its land use. Identify land use in Norfolk – Farming (arable and livestock) • Barley • Sugar beet • Wheat	different to those in Europe.	UK to those in the USA.	where towns are built up over time. Explain why some areas of the world are uninhabited. Explain why some cities have changed over time and explain reasons for this.	Explain how land was used around Mt Vesiuvius, including changes to this over time, based on knowledge of volcanoes and climate. Explain how settlements close to water have changed over history.
Geographical Skills and Fieldwork	*Skills*		Understanding the world. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	NC Reference: • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		NC Reference: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
		Locating places on World Maps,	When learning about a new place (Artic, Antarctica, China,	Use maps of the UK to locate Costessey in Norfolk.	Use World Maps, globes and atlases to	Use World Maps, globes, atlases and	Use World Maps, globes, atlases and digital maps to find	Find countries inside the Arctic and Antarctic circles.	Understand that locations can be found along the

Knowledge, Skills and Understanding for Geography

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Atlases and Globes	India, Africa we will show the children where these places are on the globe. There is always a globe left out in provision.	Recall home address. Identify cities I have visited in the UK on a map. Locate the poles and the equator on a globe.	identify areas studied.	digital maps to find countries in Europe. Locate Costessey on a map of Europe.	countries in continents other than Europe. Know when it is best to use a globe or an atlas to find the most relevant information. Identify deliberate errors in maps (e.g. missing Tropic marked as perpendicular)	Locate the Arctic at 66.5 degrees North and Antarctic Circles at 66.5 degrees South. Name and locate the Tropic of Capricorn at 23.5 degrees South and the Tropic of Cancer at 23.5 degrees North and understand its significance.	lines of longitude and latitude (e.g. 40.8224 N, 14.4289 E, Mount Vesuvius) and these can be searched om Google Maps.
Working with Maps/Atlases/ Globes - **creating** - **following** - **difference in maps**	Go on walks of the school environment so that the children get a sense of the layout. Draw story maps.	Label key features of a familiar part of the school grounds (Y1 playground) on a map. Devise a simple linear map using basic symbols and a key. Understanding why maps use a birds eye view. Create a map of an imaginary place.	Label physical and human features on a map of the school grounds. Devise a simple map from an aerial photograph (Farm), including roads, building, woodland, housing. Follow a route on a prepared map.	Use maps to identify different terrains and explain how to travel across these. Zoom in and out using digital maps. Use the contents and index in an atlas.	Label physical and human features on a map of America through using Google Maps and cross referencing state codes. Plot a mountain range on a map and compare this to other maps. Label different parts of a river on a map. Understand that sometimes cartographers move the location of Alaska and Hawaii to avoid a large expanse of sea filling a page.	Explain what is similar and different about using a globe, an atlas and a map. Explain how a 2D map can lead to misconceptions, e.g. in the distance from Japan to America and in the size of Greenland. Understand how the representation of the world in 3D and 2D is different. Spot discrepancies between different maps. Explain why it is difficult to map some parts of the	Use mapping skills to show changes over time. On digital maps, use linear and area measuring tools to confidently illustrate ideas and make appropriate selections from maps to inform research.

		Knowledge, Skills and Understanding for Geography						
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						Evaluate the challenges of a journey through identification of physical features of a map.	world, e.g. The Arctic. Explain how prediction maps help us understand the impact of climate change. New maps introduced: Climate Population Animal population	
	Compass points and Grid References		Use simple locational/directional language: • Near • Far • North • South • East • West	Use a 4 point compass. Navigate the school grounds with a compass. Identify features on a map using directional language, North, South, East and West (what is south of...?)	Use an 8 point compass to describe direction of travel across countries in Europe. Use a scale (1cm:100m) to measure a route on a map using string. Use 4 figure grid references on a simple map of Vatican City (20 squares). Learn the simple OS map symbols. Describe the location of a feature using a simple 4 figure grid reference.	Use an 8 point compass to describe direction of travel across states of America.	Identify which is way in North from the South pole.	Use 8 point compass to describe the location of countries across the world in relation to others.

Knowledge, Skills and Understanding for Geography

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Fieldwork and Observational Skills	We go on several learning walks so that the children can develop a sense of their environment. We make use of the wider school grounds to enhance our learning.	Familiar environments – school and school road Observe which buildings are businesses and which are houses on our school road. Use first-hand observation, including senses, to identify similarities and differences between known cities and villages. Engage in simple, observational fieldwork on our school road. Use tallies and simple tables.	Use first-hand observation to comment on features, patterns, similarities and differences Select information based on a set criteria, e.g. most significant landmarks in Norwich.	Use tally charts and bar charts to observe and record traffic and footfall around the school grounds at two different locations and compare. Evaluate the accuracy of evidence collected and identify connections, contrasts, trends in observations and information selected.	Recognise that geographical 'facts' can vary depending on the source and begin to suggest reasons for this. Present information using age-related tables, graphs, charts, maps and plans. Evaluate your own observations and compare these with others. Understand and explain the purpose and reliability of different image types.	Draw an accurate scaled picture of a view in our school grounds and compare this with a view from Antarctica. Use fieldwork to identify 'opposite' features in our local area. Complete enquiries based on own suggested questions. Evaluate a range of evidence to draw conclusions.	Compare and carefully select images for a purpose (e.g. for evidence or to show reliability) Use geographical facts to support own conclusions. Organise information by relevance and critique information provided by a range of sources.
Aerial Photographs and Satellite Imagery		Use aerial and satellite photographs to recognise familiar features.	Observe human and physical features on aerial photographs and satellite images in England and the contrasting locality: photograph (Farm), including roads, building, woodland, housing.	Observe human and physical features on aerial photographs and satellite images in Europe.		Use satellite images to identify human and physical features in Antarctica. Use contour lines to identify changes in height, steeper and shallower slopes.	Compare the information we can find from map view to satellite view. Understand how aerial photographs help scientists monitor the health of the Great Barrier Reef.