



Nursery

Understanding the World

Understand position through words alone. For example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Vocabulary

Animals. Plants, trees, flowers, map, same, different, path, road, field grass

Reception

Understanding the World

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Vocabulary

Animals. Plants, trees, flowers, map, same, different, path, road, field grass, House, Bus stop, Shop, train track, church, England, Country

Y1/2

Locational Knowledge

Building on Early Years knowledge of their own environment, children learn the names of key places in the UK beyond their immediate environment. Children also learn the names



of the world's oceans and continents.

Pupils develop contextual knowledge of the location of globally significant places. They develop knowledge about the world, the United Kingdom and their locality. They:

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Use key vocabulary to demonstrate knowledge and understanding in this strand

Place Knowledge

Children begin to compare places in the UK with a place outside of the UK. This builds on Early Years knowledge and understanding of the world, people and communities. Children apply the skills of observing similarities and differences to places as well as people.

Pupils develop contextual knowledge of the location of globally significant places. They develop knowledge about the world, the United Kingdom and their locality. They 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. Children begin to understand basic vocabulary relating to human and physical geography. They:

- Compare the UK with a contrasting country in the world;
- Compare a local city/town in the UK with a contrasting city/town in a different country;
- Use key vocabulary to demonstrate knowledge and understanding

Human and Physical Geography

Children understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns. They:

- 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;
- Use basic geographical vocabulary to refer to key human features

Geographical Skills and Fieldwork

Children interpret geographical information from a range of sources. They communicate geographical information in a variety of ways. They:

- Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;
- Use simple compass directions and locational and directional to describe the location of features and routes on a map;
- Devise a simple map; and use and construct basic symbols in a key;
- Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;
- Use key vocabulary to demonstrate knowledge and understanding in this strand

Key Vocabulary

Year 1 – Same as EYFS plus:

Animals, Plants, trees, flowers, map, same, different, path, road, field grass, North /East/ South/ West, compass, symbol, atlas, near/far/ left/right, photographs, investigate, similar/different, soil, roots, trunk, birds, Human features, City, town, village, factory, farm, house, office, port, harbour, shop, Physical features, beach, cliff, coast, forest, hill,



mountain, sea, ocean, river, soil, valley, vegetation, season, weather, United Kingdom, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast, North Sea, Irish Sea

Year 2 - Same as previous years plus:

Aerial photograph, sketch map, locate, key, fieldwork, collect, record, observe, Continent □ Africa/North and South America/Asia/Antarctica/ Australia/Europe, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean,

Y3/4

Locational Knowledge

Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

Children develop contextual knowledge of the location of globally significant places – both terrestrial and marine.

Children develop their understanding, recognising and identifying key physical and human geographical features.

- Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics.
- Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed.
- 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.
- Use key vocabulary to demonstrate knowledge and understanding in this strand.

Place Knowledge

Children 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 within North or South America. They:

- Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom.
- Explore similarities and differences, comparing the human geography of a region of the UK and a region of South America.
- Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom.
- Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America.
- Use key vocabulary to demonstrate knowledge and understanding,
- 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 within North or South America.

Human and Physical Geography

Children locate a range of the world's most significant human and physical features.

Explain how physical features have formed, why they are significant and how they can change.

Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. They describe and understand key aspects of:

- Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, 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.

- Use key vocabulary to demonstrate knowledge and understanding.

Geographical Skills and Fieldwork

Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). They:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.
- Use key vocabulary to demonstrate knowledge and understanding in this strand.

Key Vocabulary

Year 3 - Same as previous years plus:

North East, North West, South East, South West, 4 figure grid reference, OS map, scale, analyse, draw conclusions, compare, Settlement, Rural, Hamlet, Dispersed, Scattered, physical features (see KS1 list), human features (see KS1 list), Antarctica/Brazil/Sahara, Equator/ Northern Hemisphere/ Southern Hemisphere, Environment, hot/cold, rainforest, desert, climate zones, arid, humid, rainfall, climate, temperate,

Year 4 - Same as previous years plus:

Large scale map/medium scale map, features, sources, Britain, Energy, Distribution, Food/minerals/water, Gas, Coal, Oil, Wood, Iron, Physical features (see KS1 list), Human features (see KS1 list), Land use, Volcano, Crust, Ash, Mantle, Eruption, Lava, Magma, Active/dormant/extinct, Rivers, flood plain, meanders, waterfall, valley, mouth, source, spring, stream, erosion, upper/middle/lower course, tributaries, delta, erosion.

Y5/6

Locational Knowledge

Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.

Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. They:

- Use maps to locate the world's countries with a focus on Eastern Europe 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, identifying their physical features, including mountains, rivers and land-use patterns showing change over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map.
- Use key vocabulary to demonstrate knowledge and understanding.

Place Knowledge

Children can 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 within North or South America. They:

- Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America.
- Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America.
- Use key vocabulary to demonstrate knowledge and understanding in this strand.

Human and Physical Geography

Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. They describe and understand key aspects of:

- Physical geography including: climate zones, biomes and vegetation belts, mountains 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.
- Use key vocabulary to demonstrate knowledge and understanding.

Geographical Skills and Fieldwork

Children will become confident in collecting, analysing and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. They:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- 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 human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Use key vocabulary to demonstrate knowledge and understanding in this strand.

Key Vocabulary

Year 5 – Same as previous year groups plus:

Satellite images, primary sources, secondary sources, evidence, OS map symbols, Evidence, influences, topographical features, land use, housing, recreation, educational, transport, roads, leisure, commercial, agriculture, economic activity including trade links, agriculture, mining, manufacturing, engineering, construction, exchanging, balance, purchase, Settlement, Rural, Hamlet, Dispersed, Scattered, Tropic of Cancer/ Tropic of Capricorn, Climate zones, tropical/temperate/polar.

Year 6 – Same as previous year groups plus:

Navigate, 6 figure grid reference, Land use patterns, explain, Locality, The City/The Realm Regeneration, Longitude/latitude, water cycle, evaporation, condensation, precipitation, water vapor, surface run-off, earthquakes, epicentre, tsunami, Richter scale, magnitude, biomes, tundra, shrub land, rainforest, grassland, desert, temperate, savanna, vegetation belts.