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|  | EYFS/Year 1 | Year 2/Year 3 | Year 4/5 | Year 5/6 |
| Locational and Place Knowledge | Name and locate different parts of the local community.  Name and locate some places in their locality, the UK and wider world. | Name and locate significant places in their locality, the UK and wider world.  Name and locate a wider range of places in their locality, the UK and wider world. | Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.  Name and locate an increasing range of places in the world including globally and topically significant features and events. | Name and locate an increasing range of places in the world including globally and topically significant features and events.  Name and locate an extensive range of places in the world including globally and topically significant features and events |
| Human and physical geography | Use the local area for exploring both the built and the natural environment.  Express their opinions on natural and built environments.  Describe some places and features using basic geographical vocabulary.  Express their views on some features of their environment e.g. what they do or do not like. | Describe places and features using simple geographical vocabulary.  Make observations about features that give places their character.  Use geographical language to describe some aspects of human and physical features and patterns.  Make observations about places and features that change over time. | Use geographical language to identify and explain some aspects of human and physical features and patterns.  Describe how features and places change and the links between people and environments.  Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.  Demonstrate understanding of how and why some features or places are similar or different and how and why they change. | Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.  Demonstrate understanding of how and why some features or places are similar or different and how and why they change.  Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.  Explain some links and interactions between people, places and environments. |
| Geographical Skill | Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.  Use a range of sources such as simple maps, photographs, magnifiers and visiting local places.  Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.  Observe and describe daily weather patterns.  Use simple fieldwork and observational skills when studying the geography of their school and its grounds.  Use a range of sources such as simple maps, globes, atlases and images.  Know that symbols mean something on maps.  Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.  Draw, speak or write about simple geographical concepts such as what they can see where. | Identify seasonal and daily weather patterns.  Develop simple fieldwork and observational skills when studying the geography of their school and local environment.  Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.  Use simple compass directions as well as locational and directional language when describing features and routes.  Express views about the environment and can recognise how people sometimes affect the environment.  Create their own simple maps and symbols.  Observe, record, and name geographical features in their local environments.  Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.  Use the eight compass points and recognise some Ordnance Survey symbols on maps.  Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.  Communicate geographical information through a range of methods including the use of ICT. | Observe, record, and explain physical and human features of the environment.  Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.  Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.  Express their opinions on environmental issues and recognise that other people may think differently.  Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.  Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.  Use a range of maps and other sources of geographical information and select the most appropriate for a task.  Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.  Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.  Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. | Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.  Use a range of maps and other sources of geographical information and select the most appropriate for a task.  Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.  Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.  Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.  Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.  Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.  Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.  Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length |
| Mapping | Follow simple directions.  Draw and create their own maps using real objects, and/or pictures and symbols.  Look at signs and symbols on different types of maps for example in school, and the local community.  Use a simple map with symbols to spot features in the school grounds or in the local community  Follow directions (Up, down, left/right, forwards/backwards).  Draw picture maps of imaginary places and from stories.  Use own symbols on imaginary map.  Use a simple picture map to move around the school; Recognise that it is about a place. | Use 4 compass points to follow/give directions: use letters to locate features on a map.  Try to make a map of a short route experienced, with features in correct order; try to make a simple scale drawing.  Know why a key is needed.  Use standard symbols.  Locate places on larger scale maps e.g. map of Europe.  Follow a route on a map with some accuracy. (E.g. whilst orienteering). | Use 4 compass points well - begin to use 8 compass points; use letters to locate features on a map confidently.  Make a map of a short route experienced, with features in correct order; make a simple scale drawing.  Know why a key is needed.  Begin to recognise symbols on an OS map.  Locate places on large scale maps, (e.g. Find UK or India on globe).  Follow a route on a large scale map.  Use 8 compass points; begin to use 4 figure coordinates to locate features on a map.  Begin to draw a variety of thematic maps based on their own data.  Draw a sketch map using symbols and a key; use/recognise OS map symbols.  Compare maps with aerial photographs.  Select a map for a specific purpose.  Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) | Use 8 compass points; begin to use 4 figure coordinates to locate features on a map.  Begin to draw a variety of thematic maps based on their own data.  Draw a sketch map using symbols and a key; use/recognise OS map symbols.  Compare maps with aerial photographs.  Select a map for a specific purpose.  Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)  Use 8 compass points confidently and accurately; use 4 figure co-ordinates confidently to locate features on a map.  Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.  Draw a variety of thematic maps based on their own data.  Begin to draw plans of increasing complexity.  Use/recognise OS map symbols; Use atlas symbols.  Follow a short route on an OS map.  Describe features shown on OS map.  Locate places on a world map.  Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) |