All Saints Catholic Primary School

Subject Specific Knowledge, core learning and progression of content.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GEOGRAPHICAL KNOWLEDGE **The UK and local area**	Understand that some places in the UK and local area are special to them and members of their community.	The child can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom. The child knows about the **local area** and can name key landmarks, e.g. the nearest local green space.	The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. The child can know about the **local area**, and name and locate key landmarks.	The child can describe where the UK is located, and name and locate its four countries and some counties; locate where they live in the UK. The child can relate continent, country, county, city/where you live. The child can locate the UK's major urban areas; locate some physical environments in the UK	The child can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. The child can locate and describe some human and physical characteristics of the UK.	The child can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. The child can locate the UK's regions and major cities.	The child can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. The child can recognise broad land-use patterns of the UK.

The world and its continents	Recognise some environments that are different to the one in which they live.	The child can recognise and name some continents and oceans on a globe or atlas.	The child can name and locate the seven continents and five oceans on a globe or atlas.	The child can locate countries in Europe and North and South America on a map or atlas. The child can describe some European and North and South American cities using an atlas. The child can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.	The child can locate some countries in Europe and North and South America on a map or atlas. The child can relate continent, country, state, city. Identify states in North America using a map. The child can identify the position of the Prime/Greenwich Meridian and understand the significance of **latitude and longitude**.	The child can locate some major cities and countries of Europe and North and South America on physical and political maps. The child can describe some key physical and human characteristics of Europe and North and South America. The child can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their **latitude** and **longitude**.	The child can locate cities, countries and regions of Europe and North and South America on physical and political maps. The child can describe key physical and human characteristics and environmental **regions** of Europe and North and South America. The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, **latitude and longitude**, and relate this to their time zone, climate, seasons and vegetation.

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GEOGRAPHICAL UNDERSTANDING Physical themes	Understand the effect of changing seasons on the natural world around them.	The child can talk about the day-to-day weather and some of the features of the seasons in their locality. The child can show awareness that the weather may vary in different parts of the UK and in different parts of the world. The child can talk about a natural environment, naming its features using some key vocabulary.	The child can identify seasonal and daily weather patterns in the United Kingdom. The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. The child can recognise a natural environment and describe it using key vocabulary.	The child can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles. The child can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. The child can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains.	The child can indicate tropical, temperate and polar **climate zones** on a globe or map and describe the characteristics of these zones using appropriate vocabulary. The child can use simple geographical vocabulary to describe significant physical features and talk about how they change. The child can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.	The child can understand that climate and vegetation are connected in an example of a **biome**, e.g. the tropical rainforest. The child can understand that animals and plants are adapted to the climate. The child can understand our food is grown in many different countries because of their climate. The child can describe some key physical **processes** and the resulting landscape features, e.g. understand the characteristics of a mountain **region** and how it was formed.	The child can understand how climate and vegetation are connected in **biomes**, e.g. the tropical rainforest and the desert. The child can describe what the climate of a region is like and how plants and animals are adapted to it. The child can understand how food production is influenced by climate. The child can describe and understand a range of key physical **processes** and the resulting landscape features. The child can understand how a mountain **region** was formed.

Human Themes		The child can talk about a human environment, such as the **local area** or a UK city, naming some features using some key vocabulary.	The child can identify a range of human environments, such as the **local area** and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.	The child can identify and sequence different human environments, such as the **local area** and contrasting **settlements** such as a village and a city. The child can recognise features and some activities that occur in different settlements using a range of key vocabulary. The child can recognise the main land uses within urban areas and the key characteristics of rural areas. The child can understand the basic **physical and human geography** of the UK and its contrasting human and physical environments. The child can recognise that some regions are different from others.	The child can identify and sequence a range of **settlement** sizes from a village to a city. The child can describe the characteristics of **settlements** with different functions, e.g. coastal towns. The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. The child can understand the **physical and human geography** of the UK and its contrasting human and physical environments. The child can explain why some regions are different from others.	The child can know and understand what life is like in cities and in villages. The child can know the journey of how one product gets into their home in detail. The child can describe some renewable and non-renewable energy sources. The child can describe different types of industry currently in the **local area**. The child can know where some of our main natural resources come from. The child can understand how a **region** has changed.	The child can know and understand what life is like in cities and in villages and in a range of **settlement** sizes. The child can understand that products we use are imported as well as locally produced. The child can explain how the types of industry in the area have changed over time. The child can understand where our energy and natural resources come from. The child can understand how a **region** has changed and how it is different from another region of the UK.

Understanding places and connections	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.	The child can make observations about, and describe, the **local area** and the nearest local green space. G.1.5.3.b. The child can describe an aspect of the **physical and human geography** of a distant place. The child can show awareness of their locality and identify one or two ways it is different and similar to the distant place.	The child can make observations about, and describe, the **local area** and its **physical** and **human geography**. The child can describe the **physical and human geography** of a distant place. The child can describe their locality and how it is different and similar to the distant place.	The child can recognise that there are physical and human differences within countries and continents. The child can show awareness of the physical and human characteristics of a European **region** and a **region** in North or South America. The child can describe how some physical **processes** can cause hazards to people. The child can recognise that there are advantages and disadvantages of living in certain environments.	The child can describe and compare similarities and differences between some regions in Europe and North or South America. The child can understand how the human and physical characteristics of one **region** in Europe and North or South America are connected and make it special. The child can understand how physical **processes** can cause hazards to people. The child can describe some advantages and disadvantages of living in hazard-prone areas.	The child can know and share information about a European region and a **region** in North or South America, and understand that **a region** such as the Alps is unique. The child can explain some ways a **biome** (including the oceans) is valuable and under threat from human activity. The child can understand how human activity is influenced by climate and weather. The child can understand hazards from physical environments such as avalanches in mountain **regions**. The child can identify an important environmental issue.	The child can know information about a **region** of Europe and North or South America, its physical environment and climate, and economic activity. The child can explain some ways **biomes** (including the oceans) are valuable, why they are under threat and how they can be protected. The child can understand how human activity is influenced by climate and weather. The child can understand hazards from physical environments and their management, such as avalanches in mountain **regions**. The child can explain several threats to wildlife/habitats.

Map Skills	**Using maps** Draw information from a simple map.	**Using maps** Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards **Map knowledge** Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas **Making maps** Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features	**Using maps** Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features **Map knowledge** Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles **Making maps** Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key	**Using maps** Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map **Map knowledge** Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK **Making maps** Try to make a map of a short route experiences, with features in current order Create a simple scale drawing	**Using maps** Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map **Map knowledge** Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities **Making maps** Recognise and use OS map symbols,	**Using maps** Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references. **Map knowledge** Locate the world's countries, focus on North & South America Identify the position and significance of lines of longitude & latitude **Making maps** Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly	**Using maps** Follow a short route on a OS map Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps **Map knowledge** Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages **Making maps** Draw plans of increasing complexity Begin to use and recognise atlas symbols

				Use standard symbols, and understand the importance of a key	including completion of a key and understanding why it is important Draw a sketch map from a high viewpoint		
	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Geographical skills and enquiry **Field work**	Observation drawings of the natural environment **Using maps** Draw information from a simple map.	Use basic observational skills Carry out a small survey of the local area/sch Draw simple features Ask and respond to basic geographical questi Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally surv Sketching Create plans and raw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features Audio/Visual Recognise a photo or a video as a record of w has been seen or heard Use a camera in the field to help to record wh is seen		For instance: Gather information Ask geographical questions Use a simple database to present findings from fieldwork Record findings from fieldtrips Use a database to present findings Use appropriate terminology Sketching Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction Audio/Visual Select views to photograph Add titles and labels giving date and location information Consider how photo's provide useful evidence use a camera independently Locate position of a photo on a map		Gather information Select appropriate methods for data collection suc interviews, Use a database to interrogate/amend information collected, Use graphs to display data collected Evaluate the quality of evidence collected and sug improvements Sketching Evaluate their sketch against set criteria and impro it Use sketches as evidence in an investigation. selec field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns Audio/Visual Make a judgement about the best angle or viewpo when taking an image or completing a sketch Use photographic evidence in their investigations Evaluate the usefulness of the images