

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Geography.	Locational Knowledge Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment.	Locational Knowledge <input type="checkbox"/> name and locate the world's seven continents and five oceans <input type="checkbox"/> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		Locational Knowledge <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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)		Locational Knowledge <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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)	
		Our Country Cycle A AUT	What a Wonderful World Cycle B AUT	The UK Cycle A SPR	All Around The World Cycle B AUT Our Local Area Cycle A SUM	Amazing Americas Cycle B SUM Exploring Eastern Europe Cycle A AUT	
	Place Knowledge They talk about the features of their own immediate environment and how environments might vary from one another.	Place Knowledge 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		Place Knowledge 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		Place Knowledge 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	
		Let's Go to China Cycle B SPR		Sensational Safari Cycle B SUM Rainforests Cycle A SUM		Amazing Americas Cycle B SUM Somewhere to Settle Cycle A AUT	
	Human and Physical Geography Talk about changes.	Human and Physical Geography <input type="checkbox"/> 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 <input type="checkbox"/> use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		Human and physical geography <input type="checkbox"/> describe and understand key aspects of: <input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <input type="checkbox"/> 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		Human and physical geography <input type="checkbox"/> describe and understand key aspects of: <input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <input type="checkbox"/> 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	
	By The Seaside Cycle B SUM Wonderful Weather Cycle B AUT	Sensational Safari Cycle B SUM	Extreme Earth Cycle B SPR Rainforests Cycle A SUM	Water Cycle A SUM	Enough For Everyone Cycle B AUT Our Changing World Cycle B SPR Raging River Cycle B SPR Trade and Economic Cycle A SPR		

					Magnificent Mountains Cycle A SPR
Geographical skills and fieldwork Children know about similarities and differences in relation to places.	Geographical skills and fieldwork <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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.		Geographical skills and fieldwork <input type="checkbox"/> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <input type="checkbox"/> 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 <input type="checkbox"/> 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.		Geographical skills and fieldwork <input type="checkbox"/> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <input type="checkbox"/> 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 <input type="checkbox"/> 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.
	Our Local Area Cycle A SPR Our School Cycle A SUM		Magical Mapping Cycle A AUT		Marvellous Maps Cycle B SUM