



	YEAR	LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN & PHYSICAL FEATURES	HUMAN & PHYSICAL PROCESSES	GEOGRAPHICAL SKILLS
EARLY YEARS FOUNDATION STAGE	N	<p>Map the journey from classroom to woodland area.</p> <p>Locate different animals on a globe and a map.</p> <p>Children to explore the coast.</p> <p>Children to bring in photographs of different places they have been. Mark the places that children have been on a map or use Google Earth to show them.</p>	<p>Explore the classroom.</p> <p>Learn where things go in the classroom.</p> <p>Visit the hall and library.</p> <p>Go on a hunt / game of hide and seek. Collect things along the way.</p> <p>Display maps and globes for the children to explore. Ask the question, 'Where would you like to go today?'</p>	<p>Talk about different types of houses and where they live.</p> <p>Walk to woodland area to collect a range of seasonal natural objects.</p> <p>Collect items at the coast.</p>	<p>Look at and compare a hot and cold climate e.g. artic/antartica and the desert.</p> <p>Talk about different weather, temperatures and people/animals that live there. How do they survive these extreme weather conditions.</p> <p>Children to think about what can be done at the beach.</p> <p>Encouraged to build sandcastles, listen to the sea, smell the salty air.</p>	<p>Follow simple direction instructions using forwards, backwards, sideways.</p> <p>Talk about globes and maps.</p> <p>Create a very simple weather station including clear plastic rain gauges, pinwheels for observing wind speed and direction and simple thermometers for measuring temperature.</p> <p>Look at maps and plans and talk about where they are going.</p>
	R	<p>Draw plans of the classroom.</p> <p>Looking at the locations of habitats for nocturnal animals.</p>	<p>Explore the EYFS building.</p> <p>Learn where things go in the building.</p>	<p>Comparing homes and castles.</p> <p>Look at different landscapes e.g. desert, rainforest, countryside. Learn about natural landmarks / features e.g. lakes, rivers, stream, sea, mountains, hills etc.</p>	<p>Choose correct items of clothing for the weather.</p> <p>Compare hot / cold climates.</p>	<p>Follow simple direction instructions.</p> <p>Draw plans of the classroom.</p> <p>make and look at maps of different habitats</p>

	YEAR	LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN & PHYSICAL FEATURES	HUMAN & PHYSICAL PROCESSES	GEOGRAPHICAL SKILLS
KEY STAGE ONE	1	<p>Name and locate countries of the UK and surrounding seas.</p> <p>Locate UK on world map.</p> <p>Locate USA on world map.</p> <p>Locate school on maps of Prescot.</p> <p>Locate their classroom on map of school.</p>	<p>Identify features of the school building and grounds.</p> <p>Identify characteristics of cities, describe key features. Compare cities to towns & villages.</p> <p>Begin to understand geographical similarities and differences of another non-European country (USA).</p>	<p>Describe and compare key human and physical features of cities with others nearby.</p>	<p>Begin to explore tourism and transport in cities.</p> <p>Begin to know why people like to visit certain places.</p>	<p>Accurate use of specific vocabulary.</p> <p>Four compass directions.</p> <p>Simple locational and directional language.</p> <p>Plan simple routes.</p> <p>Draw simple sketch maps.</p> <p>Begin to identify simple symbols.</p>
	2	<p>Name and locate four countries of the UK and capital cities.</p> <p>Locate key coastal towns of UK.</p> <p>Know oceans and seas of the world.</p> <p>Locate equator and N/S Poles</p> <p>Locate India on world map.</p> <p>Locate school and surrounding streets on maps of Prescot.</p>	<p>Identify characteristics of coastal towns and villages in the UK.</p> <p>Understand geographical similarities and differences of another non-European country (INDIA).</p>	<p>Identify, describe and compare human and physical features of places studied.</p>	<p>Identify hot/cold areas and relation to the equator.</p> <p>Begin to understand climate.</p> <p>Connections: bridges/tunnels - why do we need them.</p>	<p>Accurate use of specific vocabulary.</p> <p>Study a range of simple maps and aerial photographs, identify locations.</p> <p>Follow a simple route on a map.</p> <p>Use 4 compass points confidently.</p> <p>Use simple co-ordinates (eg A5)</p> <p>Draw own sketch maps.</p> <p>Use and create basic symbols in a key.</p>

LOWER KEY STAGE TWO

<p>3</p>	<p>Use maps, atlases, globes and computer mapping to locate places.</p> <p>Locate key buildings and landmarks on maps of Prescot.</p> <p>Locate Prescot, UK and other European countries.</p> <p>Locate seven continents and key oceans/seas.</p> <p>Locate naturally vulnerable areas.</p> <p>Compare ancient and modern maps.</p>	<p>Identify key human and physical features of a European country. (GREECE)</p> <p>Compare to own locality.</p>	<p>Identify, describe and compare key features of human and physical geography.</p> <p>Identify change over time.</p>	<p>Develop understanding of tourism and reasons why people want to visit places.</p> <p>Develop understanding of the impact of climate on a place. Compare to own locality.</p> <p>Understand why natural disasters occur.</p>	<p>Accurate use of specific vocabulary.</p> <p>Use 8 points of a compass.</p> <p>Use two and four figure co-ordinates.</p> <p>Use map symbols and a key confidently.</p> <p>Communicate geographical information in a variety of ways.</p> <p>Fieldwork skills: mapping, data collection and use of technology.</p>
<p>4</p>	<p>Use maps, atlases, globes and computer mapping to locate places.</p> <p>Locate Prescot, UK and other European and world countries.</p> <p>Locate key buildings, streets and landmarks on maps of Prescot.</p> <p>Locate different continents and countries of the northern and southern hemisphere.</p> <p>Locate seven continents and key oceans/seas.</p>	<p>Begin to know how being an island nation has shaped life in the UK.</p> <p>Identify major cities and coastal locations of the UK.</p> <p>Begin to understand the significance of places such as York, Hastings.</p> <p>Identify key human and physical features of a non-European country. (AUSTRALIA)</p>	<p>Describe and compare key aspects of human geography with a focus on settlement and land use.</p> <p>Compare two localities.</p> <p>Identify topographical features and land use patterns.</p> <p>Identify changes over time.</p>	<p>Describe key aspects of human geography, including economic activity in the past and present.</p> <p>Identify environmental concerns that impact the oceans.</p>	<p>Accurate use of specific vocabulary.</p> <p>Use 8 points of the compass.</p> <p>Use four and then six fig. grid references.</p> <p>Use a wider variety of symbols and keys.</p> <p>Locate and plot places of significance on maps.</p> <p>Fieldwork skills: mapping, data collection and use of technology.</p>

UPPER KEY STAGE TWO

5

Use maps, atlases, globes and computer mapping to locate places.

Locate Prescott, UK and other European and world countries.

Locate key buildings, streets and landmarks on maps of Prescott.

Locate other key towns in the area and links to large cities.

Locate key places and landmarks in Egypt.

Locate urban and rural areas in the locality and in other regions of focus. (Farmland)

Locate key rivers of the world.

Compare ancient and modern maps.

Identify, describe and compare human and physical features of key cities: London, Liverpool, Cairo.

Compare to life in their own locality.

Develop understanding of the characteristics of Prescott and how these have changed over time. Identify land use in Prescott and how this is changing now. How will this impact the town?

Develop understanding of settlements and link to population. Where do people choose to live and why?

Identify key features of rivers and why people choose to live by them. Compare the uses and importance of Nile, then and now.

Develop understanding of immigration/emigration - movement of people to different places. (Links to the Black Death).

Develop understanding of tourism and its impact on a place.

River floods: irrigation in Ancient Egypt.

Identify land use in local area and other places. Develop understanding of farming and its importance to the economy. Identify changes over time.

Accurate use of specific vocabulary.

Use 8 points of the compass.

Use four and six fig. grid references.

Use a wider variety of symbols and keys.

Locate and plot places of significance on maps.

Fieldwork skills: mapping, data collection and use of technology.

6

Use maps, atlases, globes and computer mapping to locate places.

Locate Prescott, UK and other European and world countries.

Locate key places of WW2.

Locate other key towns in the local area and links to large cities.

Locate key places and landmarks in Mexico.

Locate key places in the polar regions.

Compare ancient and modern maps.

Identify, describe and compare human and physical features of places: Mexico and Polar regions.

Know how places are connected to each other.

Compare to life in their own locality.

Develop understanding of the characteristics of Prescott - how has the town changed since the war. How was the town affected geographically by the war?

Develop understanding of how humans impact the land and how this has changed over time.

Compare impact of humans on polar regions compared with other localities.

Identify physical features of polar regions.

Describe and understand key human processes: economic activity, trade links, environmental issues, tourism, distribution of natural resources.

Use 8 points of the compass.

Use four and six fig. grid references.

Use a wider variety of symbols and keys. Locate and plot places of significance on maps.

Fieldwork skills: mapping, data collection and use of technology.

Know about longitude and latitude and use to describe the location of a place.

Understand timezones and calculate times around the world.

