

Domain	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical understanding of the world - Location	<p>30-50 months Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>40-60 months Talk about different types of transport and journeys</p> <p>Name the school and area that they live in</p> <p>(Caister Infant and Nursery, Caister on Sea, Great Yarmouth, Norfolk, England)</p>	<p>Understand how some places are linked to other places eg roads, trains</p> <p>Name and locate 3 of the world's seven continents (Asia, Africa, Antarctica)</p> <p>Name and locate the 4 countries of the United Kingdom</p> <p>Identify characteristics of the 4 countries</p> <p>Name capital cities within the UK</p>	<p>Name and locate all of the world's 7 continents and 5 oceans</p> <p>Name and locate the 4 countries of the United Kingdom.</p> <p>Identify characteristics of the 4 countries</p> <p>Name capital cities within the UK</p> <p>Name, locate and identify characteristics of the seas surrounding the UK</p>	<p>Know I live in East Anglia</p> <p>Know the surrounding counties</p>	<p>Know I live in East Anglia</p> <p>Relate this knowledge to other counties and cities in England</p>	<p>Know the topographical features of my location (settlement and land use)</p>	<p>Know the natural resources of East Anglia</p> <p>Know the distribution of the natural resources of East Anglia</p> <p>Know what part the natural resources of East Anglia play in the economical and national success</p>

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Geographical understanding of the world - Place	<p>Children know about similarities and differences in relation to places (ELG)</p> <p>Suggest ideas for improving the classroom, outdoor area.</p> <p>Children talk about features of their own immediate environment and how environments may vary from one another (ELG)</p>	<p>Name, describe and compare familiar places</p> <p>Know about some present changes that are happening eg at school, in their local environment</p> <p>Suggest ideas for improving the school environment</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Caister -on-Sea – Seaside village)</p>	<p>Know about some present changes that are happening eg at school, in the local environment and within the UK</p> <p>Suggest ideas for improving the school environment</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European (Caister – Galapagos Islands)</p>	<p>Study geographical similarities and differences between regions in the UK e.g East Anglia and Devon coast/ North Downs</p>	<p>Study geographical similarities and differences between the UK and a region in North or South America or other country</p>	<p>Study geographical similarities and differences between the UK and a region in South America or other country</p>	<p>Study environments and compare similarities and differences of a region of the UK and multiple regions previously studied</p>

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Geographical enquiry (skills and fieldwork)	Ask simple geographical questions.		Ask more complex geographical questions and discuss responses		Carry out research, such as a survey, to discover features of a location	Research and collect information about a place and present it (e.g. a report, a poster, a brochure)	Confidently explain scale and use maps with a range of scales
	Make simple maps.	Ask simple geographical questions and discuss responses	Devise simple maps and use and construct basic symbols on a key	Use correct geographical words to describe a place and events that happen there	Find the same place on a globe, atlas or map	Find possible answers to their own geographical questions	Choose the best way to collect information needed and decide the most appropriate units of measure
	Use the globe to identify the UK.	Make simple maps and plans	Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage	Identify key features of a locality by using a map	Label the same features on an aerial photograph as on a map	Plan a journey to a place in another part of the world, taking account of variables, such as transport, money, clothes, time, distance, circumstance	Make careful measurements and use the data (E.g. rainfall, population, temperature, sea level)
	Can describe their relative position such as 'behind' or 'next to' (Shape, Space and Measure 30-50)	Use world maps, atlases and globes to identify the UK and its countries (Places significant to the children at Caister eg Lithuania)	Use simple compass directions (North, East, South and West) and locational language	Begin to use 4 figure grid references	Plan a journey to a place?	Use Geographical information systems (GIS) to analyse data	Use maps to answer questions and draw conclusions
	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems	Use directional language forwards, backwards, left and right to describe the location of features and simple routes on a map	Use directional language near, far, left and right to describe location of features and routes on a map	Accurately plot NSEW on a map	Accurately research, measure and collect information (e.g. rainfall, temperature, wind)	Use four and six figure grid references, symbols and keys.	Use maps, aerial photos, plans and web resources to describe what a locality might be like
	Use directional language forwards, backwards, left and right to give instructions to a technological toy	Use simple observational skills to study the geography of the school and its grounds	Use simple fieldwork and observational skills to study the geography of the school and its surrounding area	Use some basic map symbols	Present their research (E.g. reports, brochures, drama, art)	Use the four points of a compass to build knowledge of the UK and wider world	Present their research through self-selected representations? E.g reports, leaflets, drama, art, multimedia
	Use simple observational skills to explore the school grounds			Present their research E.g. reports, brochures, drama, art	Use aerial photographs, ordnance survey maps and satellite maps to support study	Use the four points of a compass to build the knowledge of the UK and wider world	Master the use of 6-figure grid reference on OS maps and use symbols and keys.
				Use the four points of a compass to build knowledge of the UK and wider world			

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Human and physical geography	Ask simple geographical questions.						
	Make simple maps.						
	Use the globe to identify the UK.		Identify seasonal and daily weather patterns in the UK				
	Can describe their relative position such as 'behind' or 'next to'	Describe seasonal and daily weather changes	Use basic geographical vocabulary to refer to key features of places	Know different types of settlement and land use patterns in the UK	Know different types of settlement and land use patterns in north or south America or another county	Know different types of settlement and land use around different parts of the world	Know meaning of Biomes and vegetation belts
	(Shape, Space and Measure 30-50)	Use basic geographical vocabulary to refer to key features of places	Physical beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation.	Know the food, minerals and water aspects of the UK	Describe and understand key aspects of rivers, mountains	Describe and understand key aspects of volcanoes, mountains and earth quakes	Know about climate change
	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles	Human city, town, village, factory, farm, house, office, port, harbour, shop	Describe and understand some key aspects of rivers (UK and European Countries)	Describe and understand key aspects of economic activity including trade links in north south America or another country	Know about plate tectonics.	Know where energy comes from
	Use directional language forwards, backwards, left and right to give instructions to a technological toy		Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles				Know about the distribution of natural resources, including energy, of south America/another country
	Use simple observational skills to explore the school grounds						

Domain	EYFS	Key Stage 2	Key Stage 2
<p>Cultural Understanding</p>	<p>Thematic approaches such as the journey to school, what we do in school or foods that we eat can also be helpful when talking about life in other countries.</p>	<p>Pupils become aware of the wider world.</p> <p>By doing this they can begin to understand how they and the place where they live are linked with other places in the world.</p>	<p>Pupils learn about a country that is less economically developed and about environmental change and sustainable development.</p> <p>By doing this they can learn to recognise how places fit within a wider geographical context and are interdependent. They can learn how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives.</p>