Concepts	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A: Geographical skills and fieldwork:	**Understanding the world:** Draw information from a simple map Explore the natural world around them **ELG Understanding the world – people, culture and communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **ELG Understanding the world – the natural world –** Understand some important processes and changes in the natural world around them, including the seasons.	**A1 I can use simple fieldwork and observational skills to study the geography of my school.** • Simple fieldwork and observational skills to study the geography of my school. (A1) **A2 I can use simple locational and directional language (near and far; left and right).** • Simple locational and directional language (near and far; left and right). (A2) **A3 I can use globes, maps and atlases to identify the United Kingdom and its countries, along with continents and some oceans.** • That maps and atlases are used to show locations (A3) • The location of the UK on a world map (A3) • The UK is made up of England, Scotland, Wales and Northern Ireland (A3) • The location of each country on a map of the UK (A3) **A4 I can draw a simple map of a real or imaginary place, adding simple labels and markers** **Paws, Claws & Whiskers** **A4 I can draw a simple**	**A1 I can use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment.** The definitions of and difference between human and physical geography (A1) • Examples of human and physical geography in the local area (A1) • Landmarks in the local area (A1) **A2 I can use aerial photographs to draw a simple map and identify local landmarks.** • How to identify local landmarks on maps and aerial photographs (digimaps could be used for this) (A2) • How to draw simple maps (A2) **A3 I can point out the North, South, East and West on a map and compass.** The positions of North, East, South and West (A3) • How to identify North on a map and use this to identify the other compass points (A3) • How to use a compass (A3)	**A1 I can use correct geographical words to describe a place and the things that happen there.** The geographical features of a location and the vocabulary to describe these. (A1) **A2 I can use some basic OS map symbols.** • The OS map symbols for footpath, roadway, dual carriageway, pub, post office, bridleway, contour lines, rivers, single track, multiple track and station. (A2) **A3 I can use maps and atlases appropriately by using contents and indexes** • Contents are found at the front of a book and the index at the back (A3) • Contents pages are in page order; whereas indexes are in alphabetical order (A3) • How to identify locations using contents and indexes (A3) **A4 I can use digital maps to locate countries.** • Various digital maps that can be used e.g. Google maps or digimaps (A4) • How to use the search function to find a location (A4)	• The difference between a city and a village (Recap Y2 towns and villages) **A1 I can research features of cities and villages.** The geographical features of cities and villages. (A1) • Key geographical features of cities and villages (A1) • The locations of cities and villages studied (A1) **A2 I can use digital maps to identify different locations and describe their geographical features.** • How to identify the location and features of a city or village on a digital map e.g. Google maps or digimaps.(A2) **A3 I can use digital technologies to accurately measure the distance between two locations.** • Appropriate units of measure to describe distances (A3) • That different units of measure will be appropriate for different distances e.g. metres for shorter distances and kilometres/miles for longer distances (A3) • Conversions between key units of measure e.g. 1 metre = 1000km (A3) • How to relate distances to their own	**A1 I can communicate my findings using the appropriate vocabulary.** • How to describe features and findings using key vocabulary (A1) **A2 I can use atlases and digital maps to locate countries and locations.** • How to use atlases and digital maps e.g. Google maps and digimaps to locate places (A2) **A3 I can use the 8 points of the compass and 4 and 6 grid references.** • The 4 and 8 points of the compass (A3) • How to describe a location using the 8 points of a compass (A3) • How to identify locations and features within 4 and 6 figure grid references (A3) • How to identify 4 and 6 figure grid references for locations and features • Use digital maps e.g. Google maps or digimaps to locate features within 6 figure grid references(A3) **A4 I can use digital technologies to measure and record human and physical features in the local area.** • How to compare historical and modern day maps of the local area	**A1 I can use OS maps to answer questions.** • How to interpret information from a map (A1) **A2 I can recognise all key symbols used on ordnance survey maps.** • All OS map symbols (A2/3) • How to read and interpret map, photos and plans – both physical and digital (A2/A3) • How to apply knowledge of map keys and symbols to identify human and physical features (A2/A3) **A3 I can use maps, aerial photos, plans and web resources to describe what a locality might be like.** **A4 I can create a scale plan of the local area, using digital technologies to measure observe and record distances and geographical features.** • The impact of these geographical features on the population and environment (A4) • Appropriate vocabulary to describe each locality (A4) • What 'to scale' means (A4) • How to use digital technology to measure

| | | map of a real or imaginary place, adding simple labels and markers.
• That maps are used to help us to identify locations (A4)
• Maps contain the positions of key places of interest in a locality (A4)
• Simple maps are often use a bird's eye view (A4)
• The location of different places in relation to another (A4)
• Labels help to identify various locations (A4)
• The names of key locations on the map (A4) | A4 I can use globes, world maps and atlases to identify some countries, all continents and oceans.
• How to use a globe and maps to identify countries and continents(A4) | • How to locate countries using knowledge of continents and neighbouring countries (A4) | understanding of the world e.g. the school is 1 mile from Rassels and Little Bytham garage (A3)
A4 I can use symbols and keys on maps to build my knowledge of the UK and the wider world.
• Common map symbols (A4)
• How to use symbols and keys to interpret maps (A4)
• How to describe the features of a location using your interpretation of symbol and keys (A4)
• Comparing similarities and differences between the UK and the wider world (A4)
• Considering the reasons behind some differences between the UK and the wider world (A4)
A5 I can observe and measure human and physical features in the local area using charts and graphs to record and present findings.
• The difference between human and physical geography (Y2 recap)
• Efficient methods for gathering and recording data from fieldwork (A5)
• How to draw and interpret information from charts and graphs(A5)
• How to draw conclusions about the local area based on findings from fieldwork(A5) | using digital mapping tools (A4) and (A5)
• The key human and physical features of the local area – historical and present day (A4)
• How to record findings in an efficient and clear way(A4)
A5 I can use digital technologies to locate features within 6 figure grid references | and record distances between locations (A4)
• Geographical features of studied locations (A4)
• How to create a scale plan (A4) |

B: Human and physical geography:	Understanding the world					
	Recognise some environments that are different to the one in which they live

ELG Understanding the World, People Culture and Communities – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

ELG Understanding the world – The Natural world – Know some similarities and difference between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. | **B1 I can complete a simple weather chart and answer questions about the weather in the United Kingdom.** How to read and interpret simple charts (B1) **B2 I can make plausible predictions about what the weather may be like later in the day or tomorrow in the United Kingdom.** Vocabulary to describe weather accurately (B2) **B3 I can explain how the weather changes with each season in the United Kingdom.** • The names of each season and the associated weather (B3) **B4 I can begin to describe the general weather on certain continents.** • How to predict the weather through observation e.g. grey clouds in the sky indicate the possibility of rain later in the day.(B4) **B5 I can begin to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather** • How to use basic vocabulary for key physical features ie sea, cliff, beach, river (B5) | How to use comparative language e.g. both, but, and, like, unlike, similar, different **B1 I can locate hot and cold regions of the world, in relation to the Equator and North and South Poles** • The location of the Equator and the North and South Poles (B1) • The difference in temperature associated with the Equator and the North and South Poles(B1) • The location of hot and cold countries (B1) • Applying their understanding of Poles and the Equator to explain why a location is hot or cold (B1) • The features of a hot or cold country (B1) **B2 I can recognise and explain when people spoil the area or make it better.** • The impact of human actions e.g. littering or creating green spaces (B2) **B3 I can name key features associated with a city, town or village, e.g. factory, shopping centre, school, park and draw simple comparisons.** • The difference between a town and village (B3) • The features of towns and villages, using maps to identify these (B3) | **B1 I can describe how volcanoes are created.** • There are lots of different types and sizes of volcanoes. (B1) **B2 I can describe how earthquakes are created.** • The Earth's surface is made up of lots of pieces called tectonic plates (B2) • These plates can slide against each other, which lets magma from underneath squeeze up through the cracks (B2) • When tectonic plates move, it also causes earthquakes. (B2) • The key events of a volcanic eruption (B2) **B3 I know the parts of a river.** • The start of a river is called the source. The source of a river is the furthest point on the river from its mouth. (B3) • The end of a river is called the mouth. Some rivers flow into the sea but other rivers flow into lakes or bigger rivers (B3) • Smaller rivers which join to form a larger river are called tributaries. (B3) • Tidal river – At the end of a river, near the ocean, water from the sea flows up the river when the tide comes in. This bit of the river is called 'tidal' (B3) • Estuary – Where a river reaches the ocean and the river and ocean mix. Estuaries are normally wide and flat. (B3) | **B1 I can recognise and explain how people are trying to manage their environment to improve it and keep them safe.** • Various strategies and initiatives in the wider world to improve the environment (B1) **B2 I can explain why people are attracted to living in cities.** • The features of cities and villages, including geographical aspects such as population, places of interest, amenities, economy and transport (B2) **B3 I can explain why people may choose to live in a village rather than a city.** • The impact of these on people's choice of settlement (B3) **B4 I can report on ways in which humans have both improved and damaged the environment.** • Examples of how human action has damaged the environments or could lead to long-term negative effects (B4) • The environmental impact of positive and negative human actions (B4) | **B1 I can explain how a location fits into its wider geographical location; reference to human and economical features.** • The location of the areas studied on world and national maps (B1) • The key geographical features in the surrounding areas including human, physical and economic features (B1) • The difference between human and physical geography (B1) • How to identify human and physical features in maps, atlases and photographs (B1) **B2 I can recognise how physical and human characteristics can affect the lives and activities of people living there.** • The context of these features e.g. historical events, climate etc. and the subsequent impact on the lives of the local population and/or wildlife (B2) • The impact of these features on the local population (B2) **B3 I can name and locate a famous mountain regions on maps.** • How to identify mountain ranges on maps and atlases (B3) | **B1 I can give an extended description of the human features of different places around the world.** • How to identify human features using physical and digital maps (B1) • Appropriate vocabulary to describe the features of different places (B1) **B2 I can understand the term sustainable development.** • What 'sustainable development' means (B2) • Examples of sustainable development around the world (B2) • The impact of these (B2) **B3 I can name the mountain regions of North and South America.** • How to identify mountain ranges on maps and atlases (Y5 recap) • The names and locations of mountain ranges in North and South America. (B3) |

		• How to use basic vocabulary for key geographical features ie harbour, shop, village (B5/6) **B6 I can begin to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.**	**B4 I can confidently use geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather** • The key similarities and differences between locations studied (B4/5) • Some of the reasons for these differences e.g. weather or location (B4/5) **B5 I can confidently use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.** • How to confidently use vocabulary for key physical features ie sea, cliff, beach, river (B5) • How to confidently use vocabulary for key geographical features ie harbour, shop (B5)	• How the physical processes of erosion, transportation and deposition affect the environment (B3)			
C: Locational knowledge:	Understanding the world Draw information from a simple map Explore the natural world around them **ELG Understanding the world – people, culture and communities** Describe their immediate environment using knowledge from observation, discussion,	**C1 I can name the 4 countries of the UK and the town where I live.** • That the UK stands for 'United Kingdom' (c1) • The UK is made up of England, Scotland, Wales and Northern Ireland (C1) • The location of each country in the UK (C1) • We live in Lincolnshire, which is located in England (C1)	**C1 I can name the capital cities of England, Wales, Scotland and Ireland.** The location of the four countries of the UK (Y1 recap) (C1) **C2 I can name the continents of the world and find them in an atlas.** • There are seven continents in the world (C2)	**C1 I can locate and name some of the world's most famous volcanoes.** • Most volcanoes are located along the edges of tectonic plates. C1) • The locations of famous volcanoes including: Krakatoa, Mount St. Helens, Cotopaxi, Mount Vesuvius, Mount Ruiz, Mount Tambora, Mauna Loa & Mount Fuji. (C1)	**C1 I know the difference between the British Isles, Great Britain and UK** • There is a difference between the British Isles, Great Britain and the UK (C1) • British Isles – England, Ireland, Scotland, Wales plus around 5000 smaller islands located along our coasts (C1) • The UK – England, Scotland, Wales and	**C1 I can name the largest desert in the world** • The Sahara Desert is the largest hot desert in the world (C1) • Antarctica and the Arctic are the two largest deserts (C1) • The definition of a desert (C1) • The location of all three deserts (C1) **C2 I can use digital technologies to**	**C1 I can locate the USA, Galapagos islands (in Darwin) and Canada on a world map and atlas.** • How to efficiently locate the USA and Canada on a world map and atlas – physical and digital. (C1) • The difference between the continent of America and the USA.(C1) **C2 I can identify and name the Tropics of**

	stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **ELG Understanding the World – the natural world** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	• The location of Lincolnshire on a map of the UK(C1) **C2 I can name the continents and I have some idea of where to find them on a map or globe.** • That we have 5 continents and where they are on a map (C2) **C3 I can name some oceans connected to the countries I am studying** • About the oceans and seas are around Britain (C3)	• The names and locations of each continent (C2) **C3 I can name the world's oceans and find them in an atlas.** • The names of the world's oceans (C3) • How to identify the ocean using a map (C3) • The difference between a sea and ocean (C3) **C4 I can identify the four countries and capital cities of the United Kingdom and its surrounding seas.** • The names and locations of London, Cardiff, Edinburgh and Belfast. (C4) • The map symbol for capital cities (C4) • The UK is surrounded by four seas: the English Channel, North Sea, Irish Sea and Atlantic Ocean. (C4) • The location of each sea (C4)	**C2 I can name a number of countries in Europe.** • Know the names of European countries (C2) **C3 I can name and locate the capital cities of neighbouring European countries.** • Know what a capital city is (C3) • Understand how capital cities are marked on maps (C3) **C4 I can name and locate many of the world's major rivers on maps.** • How to identify rivers on maps (C4) • The names and locations of major rivers including: the Nile, Mississippi, Danube, Amazon, Congo, Ganges and Yangtze rivers.(C4)	Northern Island (Y1 & Y2 recap) (C1) **C2 I can name up to six cities in the UK and locate them on a map.** • The locations of all these places on maps (C2) • The definition of a city and capital city (C2) • The map symbols for cities and capital cities (C2) • The names and locations of six cities in the UK (C2) **C3 I can locate and name some of the main islands that surround the U.K.** • Great Britain – England, Scotland, Wales and their associated island (not N. Ireland) (C3) • The names and locations of the main islands surrounding the UK (C3) **C4 I can name several counties of Britain including those neighbouring where I live.** • The definition of a county (C4) • The names and locations of neighbouring counties (C4) • The historical influence on the names of British counties e.g. Anglo-Saxon kingdoms (C4)	**understand how land use has changed over time.** • Changes in land use over time and the possible reasons for these (C2) • The impact of these changes (C2) **C3 I can use digital technologies to locate the Equator and the Tropics of Cancer and Capricorn.** • The locations of the Equator and the Tropics of Cancer and Capricorn (C3) • How to locate these using digital maps (C3) • The names of some countries located along the Equator and Tropics (C3) • The climate of these countries (C3) **C4 I can identify key topographical features and land use patterns.** • What topography is (C4) • How to identify topographical features (C4) • How to identify land use patterns (C4) • Vocabulary to describe land use patterns and topographical features (C4) • The impact of land use patterns and topographical features on people and places (C4)	Cancer and Capricorn as well as the Arctic and Antarctic circles. • The location of the Tropics of Cancer and Capricorn, and the Arctic and Antarctic circles. (C2) **C3 I can name the main lines of latitude and meridian of longitude.** • How to identify the lines of latitude and longitude (C3) **C4 I can explain how the time zones work.** • How time zones work (C4) • The significance of Greenwich Mean Time (C4) **C5 I can locate and name the main countries in South America on a world map and atlas.** • The names and locations of countries in South America (C5)
D: Place knowledge:	**Understanding the world** Recognise some similarities and differences between life	**D1 I know and understand simple human and physical features**	• The location of the UK and a contrasting non-European country on a world map	**D1 I can explain why a locality has certain physical features.**	• How to identify compare physical features using digital	**D1 I can begin to recognise the climate for a given country according**	**D1 I can understand geographical similarities and differences through the study of human and**

in this country and life in other countries. Recognise some environments that are different to the one in which they live. **ELG Understanding the world – people, culture and communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **ELG Understanding the World – the natural world** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	**D2 I can describe the human and physical features of my local area** • The geographical features of Little Bytham, both human and physical (D1 and D2)	**D1 I know and understand human and physical features** **D2 I can describe the human and physical features of a small area of a contrasting non-European country** • The difference between human and physical features of geography (D1 and D2) **D3 I can understand and compare simple similarities and differences of human and physical geography of my local area and a contrasting non-European country.** • Examples of human and physical features in both locations (D3) • How to identify geographical features on maps and aerial photographs (D3)	• The geographical features of the local area (Little Bytham) (D1) • Why these features are there – considering the impact on the community (D1) • Which features have been recently added, reflecting on why this may be.(D1)	and/or physical historical maps of a locality **D1 I am aware that different places may have both similar and different characteristics.** • The geographical features of the local area (Little Bytham) (D1) • Why these features are there – considering the impact on the community (D1) • Which features have been recently added, reflecting on why this may be.(D1) **D2 I can explain how a locality has changed over time with reference to physical features** • How to apply historical knowledge to understand and explain changes in physical geography (cause) (D2) • Consider the impact on the population (effect) (D2) • Identify any existing remnants or indications of historical change in the local environment e.g. historical buildings, place names, roads, plaques (D2)	**to its location on the map.** • How to use maps to identify the locations of countries – physical or digital maps (D1) • The location of the Equator and Tropics and how these influence a country's climate (D1)	**physical geography of the region of the UK and a region within North or South America.** • How to identify geographical features (D1) • The similarities and differences of features between a region of the UK and a region in North and South America (D1) • How to interpret information and data from maps, graphs, charts and photographs (D1) • Comparative language to accurately describe similarities and differences (D1)