

Year 2022 - 2023							
Other Curricular Goals	CURRICULAR GOAL: KNOW ABOUT DIVERSE PLACES, PLACES, PEOPLE, RESOURCES AND NATURAL AND HUMAN ENVIRONMENTS.						
	COMPONENT: Know how to develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes (Location Knowledge)						
	Reception Expected	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected
<ul style="list-style-type: none"> Understanding the World (People and Communities) Children know about similarities and differences between themselves and others, and among families, communities and traditions. 	Understanding the World (People and Communities) Name and locate the four countries and capital cities of the UK and the surrounding seas.	Name and locate the four countries and capital cities of the UK and the surrounding seas.	Name and locate the seven continents.	Name and locate counties and cities of the UK.	Name and locate geographical regions and some characteristics to identify them.	Identify key topological features of regions of the UK and land use patterns.	Explain how aspects of regions in the UK have changed over time Use location knowledge and spatial awareness of world's countries/environmental region
	Identify characteristics of the four countries and capital cities of the UK and surrounding seas.	Name and locate the five oceans	Use a map to locate the world's countries, including those in Europe (including location of Russia) and North and South America.	Identify human and physical characteristics of geographical regions in the UK.	Identify key physical and human characteristics of a country in Europe and North and South America	Describe the key environmental regions of countries in the world.	Use maps to identify and discuss the major cities of the world.
				Identify the position and	Identify the position and significance of	Identify the position and significance of	Identify the position and significance of the Prime/Greenwich

				significance of the Equator.	latitude and longitude and the Northern and Southern hemisphere.	the tropics of Cancer and Capricorn and the Arctic and Antarctic Circle	Meridian and time zones (including day and night)
COMPONENT: Know how to (Place Knowledge)							
Understanding the World (The World) Children know about similarities and differences in relation to places.	Identify human and physical geography of a small area of the UK.	Compare a small area of the UK with a small area of a contrasting non-European country.	Compare geographical similarities and differences between a region of the UK with a region of North or South America.	Begin to explain geographical similarities and differences between a region of the UK with other regions.	Compare geographical similarities and differences between a region of the UK with a region in a European country.	Understand geographical similarities and differences between a region of the UK with other regions.	
COMPONENT: Know how to understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time (Human and physical geography)							
Children will be able to talk about the features of their own immediate environment and how environments might vary from one another.	Identify daily weather patterns in the UK	Identify seasonal weather patterns in the UK Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles					
	Begin to use basic geographical vocabulary to refer to physical features	Use basic geographical vocabulary to refer to physical features of an area, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Describe the physical geography of an area	Show some understanding some of the key aspects of physical geography of a place	Explain some of the key aspects of physical geography and use these to compare	Explain a range of physical and human processes of a place and how they create a distinctive area Understand the key processes in physical and	

							human geography using detailed place based examples
		Begin to use basic geographical vocabulary to refer to human features	Use basic geographical vocabulary to refer to human features of an area, including: city, town, village, factory, farm, house, office, port, harbour and shop	Describe the human geography of an area	Show some understanding some of the key aspects of human geography of a place	Explain some of the key aspects of human geography and use these to compare places	Understand how human and physical processes interact.
	COMPONENT: Know how to gather, analyse and communicate with a range of data. (Geographical skills and fieldwork)						
	Children can draw their own maps of an environment they are familiar with.	Use a world map, atlas and a globe to identify the UK and its countries	Use a world map, atlas and a globe to identify countries continents and oceans (studied at this stage)	Use a world map, atlas and a globe to identify countries and describe features	Use digital/computer mapping to locate countries and describe features		
		Devise a simple map and use and construct basic symbols in a key	Use the terms North South East and West, and simple locational /directional language to describe the location of features and routes on a map.	Use the eight points of a compass and basic symbols to describe places in the UK	Use four figure grid references and symbols/key on an OS map to describe places in the UK and wider world	Use a range of symbols/a detailed key on a OS map to describe in detail places in UK and wider world	Use maps with a range of scales and six figure grid references Use maps, globes, atlases routinely in the classroom and field. Interpret OS maps, including scale, topological and thematic mapping and aerial and satellite photographs
		Begin to use simple fieldwork/observations to study the geography of school.	Use simple fieldwork/observations to study the key human and physical features of the local area.	Use fieldwork to observe and record the human and physical features of	Use fieldwork to observe and record the human and physical features of Lothersdale ,	Measure and record human and physical features of Lothersdale , and choose	Use a range of fieldwork methods to collect data, including measuring, and choose appropriate ways to record this data.

			Use aerial photographs and plan perspectives to recognise landmarks/human and physical features of a place	Lothersdale, including sketch maps	including plans and graphs and digital technologies to answer questions	how to present this data	Use GIS to view, analyse and interpret places and data Use fieldwork in contrasting locations, and draw conclusions from multiple sources of increasingly complex information.
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