**Locational knowledge, Place knowledge, human and physical geography, geographical skills (mapwork and fieldwork)**

**Early Years**

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|  | **ELG Statements**  *(Endpoints children will achieve)* | **Substantive Knowledge**  *(locational knowledge, place knowledge, human and physical geography)* | **Disciplinary Knowledge** | **Concepts** | **Vocabulary** | **Culture**  *(human geography)* |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will appreciate: | Children will recall and verbalise: |  |
| **Nursery** |  | I know about where I live.  I know about some of the features of my environment. | I know where my home is. | **My house is where I live.** | **Home**  House  **Street**  Road |  |
| **Reception** | **ELG People and Places**   * Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. * Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. | Know environments vary from one another.  Know about similarities and differences between places e.g. countryside and town.  Know about the features of the world and Earth.  Know about the features of my own immediate environment.  Know the name of the village or city the school is located in. | I know where I live.  I know what a town is.  I know my school and how I get to school. | **The earth is round.**  **The Earth is made up of land and sea.**  I live in a town or village. | • Rayleigh, Essex, **United Kingdom**, Great Britain, **World**, **country**, town, city, Earth |  |

**Key Stage 1**

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|  | **National Curriculum Outcomes**  *(Endpoints children will achieve)* | **Substantive Knowledge**  *(locational knowledge, place knowledge, human and physical geography)* | **Disciplinary Knowledge**  *(geographical skills and frameworks)* | **Concepts** | **Vocabulary** | **Culture**  *(human geography)* |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will appreciate: | Children will recall and verbalise: |  |
| **Year 1** | To identify daily weather patterns.  To understand seasonal weather patterns.  To identify daily weather patterns in the UK (Weather Forecasting).  To identify daily weather patterns (dangerous/adverse weather).  To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.  To understand the human/physical geography of a cold area of the world. | **Know seasonal weather patterns in the context of the weather of the UK.**  **Know the different seasons in a year.**  **Know what weather forecasts show.**  **Know the dangers of weather.**  **Know the features of hot and cold countries.** | Name weather types in the UK.  Identify daily and seasonal changes in weather.  Recognise weather symbols.  Use world maps and globes to identify the UK and begin to locate other countries. | The UK has different weather that can happen.  **There are 4**  **seasons.**  The weather forecasts show the weather to be.  The weather can  be dangerous to us.  **Different countries have different**  **climates which can be hot or cold.** | Autumn, Summer, Spring, **Seasons**, rain, **weather**, Winter, thunderstorm, cloudy. Sunshine, snow, cold, hot, foggy, windy, **North Pole, South Pole,** equator, **temperature**, blizzard, hurricane, tornado, extreme, weather, forecast, heatwave, drought, flood |  |
| **Year 2** | To recognise human & physical features.  To use simple fieldwork & observational skills to study the surrounding environment.  To use simple fieldwork & observational skills to study the surrounding environment.  To understand basic geographical features: houses (human features).  To develop knowledge about children’s locality – jobs (human features).  To use basic geographical vocabulary to refer to key human/physical features. | Know and observe our local area.  **Know and recognise what our local area is like.**  **Know there are different types of housing in the local area.**  **Know where local points of interest are on a map.**  **Know there are different types of jobs in the local area.**  **Know there are ways to change the local area.** | Name information about our local area.  Find places on a local street map  Label a map of our local area.  Use compass  directions to follow  simple instructions. | **The UK is made up of different countries.**  The capital cities of each country.  The national flags of each of the countries are…  A village is..  A town is ….  A city is …  **An addresses is used for post.**  I know where I live. | City, Town, village, local area, school, **continent**, **country**, **county**, north, fieldwork, house, home, **compass points**, west, south, east, aerial view, map, route, locate, terraced, work, job, caravan, flats,  Cottage, detached, semi-detached |  |

**Key Stage 2**

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|  | **National Curriculum Outcomes**  *(Endpoints children will achieve)* | **Substantive Knowledge**  *(locational knowledge, place knowledge, human and physical geography)* | **Disciplinary Knowledge** | **Concepts** | **Vocabulary** | **Culture**  *(human geography)* |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will appreciate: | Children will recall and verbalise: |  |
| **Year 3/4** | To describe and understand key aspects of human geography including land use.  To 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.  Describe and understand key aspects of human geography including land use.  Use fieldwork to observe, measure, record and present the human features in the local area.  Use fieldwork to observe, measure, record and present the human features in the local area.  Use maps and atlases to describe land use. | **Know how to use a map to find physical and human geographical features.**  **Know how to use contents/index of a map to find relevant information.**  **Know how to use a key to show features on a map.**  **Know what latitude and longitude means.**    **Know how to locate hemispheres and tropics.** | Locate different regions, climate zones and human and physical features on a map.  Explain the purpose of symbols on a map.  Recognise and locate counties and cities of the UK.  Describe an area as urban or rural. | Maps have symbols, labels and keys.  **Urban areas are towns and cities.**  **Rural areas are the countryside and farmland.**  Latitudes are horizontal lines that measure distance north or south of the equator.  Longitudes are vertical lines that measure east or west of the Meridian in Greenwich, England. | Sketch map, **aerial view,** feature, annotation,  **landmark**, distance, Key, symbol, **scale**, land use, urban, rural, **population**, landmarks, location.  Capital cities, countries, Europe. |  |
| **Year 5** | 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.  Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  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  Use maps, atlases, globes and digital/computer mapping to locate countries and  describe features studied | Know how another European country differs to the UK (human and physical geography).  Know how resources and land can be used.  Know how to locate a European country and its features and landmarks on a map. | Recognise and describe the geographical features of a country.  Recognise landmarks and links between the human and physical geography of the places studied.  Recognise types of settlement, land use, economic activity and trade links  Locate European countries and capital cities such as Greece and Athens on a map.  . | **Human geography relates to human activity or something that is humanly-constructed.**  **Physical geography relates to geography that is naturally occurring.**  Settlements are places where people live and work. | **Human and physical geography**, **climate**, mountains, islands, Mediterranean, Europe, European, population, resources, landmarks, |  |
| **Year 6** | To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  To 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.  To 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.  To describe and understand key aspects of 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. | Know how water and weather can change the landscape.  Know how coastal features are formed.  Know how to identify coastal features of the UK.  Know how the make-up of the United Kingdom has changed over time.  Know how the borders of Europe have changed over time.  Know how and why landscapes change over time.  Know how physical factors might change the landscape in the future. | Explain what weathering and erosion mean.  Describe how erosion changes rocks and the look of a coastline.  Name some features of a coastline.  Identify how the UK’s borders have changed over time.  Describe some ways that human activity changes the landscape. | **Weathering is the  process of wearing  away rocks.**  The different types of weathering are physical biological and chemical.  **Erosion is when the surface of the Earth is worn away by natural forces such as water, wind, ice and gravity.** | **Weathering**, physical weathering, chemical  weathering, acid, dissolve, minerals,  biological weathering, **erosion**, coast, bay, headland, beach, dune, cave,  cliff, arch, stack, stump, spit, erosion,  deposition, border, invasion, empire, union,  political, colony, **physical changes, human changes** |  |