**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** | Know the world’s seven continents and five oceans.  Know the characteristics of the four countries of the UK. | Know the continents and oceans of the world.  Know a map can help to locate countries, places and features.  Know the name of the town or city they live in. | Understand how a map can be use how to locate countries, places and features as well as continents and oceans of the world.    Know their address and street name. | **Maps locate countries, places and different geographical features.**  An address is unique. | Ocean  **Continent**  Country  Map  Symbol/Key  **Compass**  North East South West  Address  street |  |

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| **Year 2** | To name and locate the world’s seven continents and five oceans.  To use world maps, atlases and globes to identify the countries studied at this key stage.  To devise simple maps.  To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.  To use basic geographical vocabulary to refer to key physical and human features.  To use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map.  To use basic geographical vocabulary to refer to key physical and human features.  To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. | Know how to locate Kenya on a world map.  Know what life is like for people living in Kenya.  Know what a national park is.  Know some of the main animals which live in Kenya.  Know what Maasai  culture is like.  Know the similarities and differences between my life and a child’s life from Kenya. | Explain where Kenya is located in the world and find Kenya on a world map or globe.  Draw a map of Kenya and locate the capital city, some main cities and oceans.  Describe some differences and similarities between Kenya and the UK.  Confidently use compass directions to move  around a map. | **Kenya is located in East Africa.** It is known as the Republic  of Kenya.  **Nairobi is the capital  city and the  largest city in Kenya.**  The Tana river is the longest river in Kenya.  Mount Kenya is the highest mountain in Kenya.  The Great Rift Valley is an enormous valley of mountains which runs from the north to south of Kenya.  A national park is a protected area of land where only tourism and research is allowed by humans. No humans live in national parks.  In Kenya, animals migrate (move) from one place to another, across the land.  The Maasai people live in the African savannahs. | Africa, continent, country, **capital city,** Kenya,  Nairobi, Indian Ocean, flag, **equator**, weather,  **climate**, atlas. Map, key, label, Nairobi, River Tana, Mount  Kenya, tourists, population, equator, drought,  deserts, culture, volcanoes, Great Rift Valley,  Swahili, National Park, savannah. National park, game reserve, savannah,  wetlands, grasslands, marine, wildlife,  endangered species, **habitat**, safari,  tourism, tourists, holiday, protect, map, key, tourists, endangered, protect,  **climate**, weather, migrate, extinct. Maasai tribe, culture, tradition, jumping  dance, warriors, competitive. |  |

**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: types of settlement and land use, economic activity  including trade links, and the distribution of natural resources  including energy, food, minerals and water  To use maps, atlases, globes and digital/computer mapping to  locate countries and describe features studied linked to settlers | Identify why settlements develop in certain locations  Use maps to identify settlements built by invaders  Compare land use in different settlements  Use maps to identify links between settlements  Create a map of a settlement | Explain what a settlement is and its important features  know that settlements have been built at  different times in history  list different types of land use  use an atlas to find a route  draw a map of a settlement with a key | **Know why settlers chose a location.** | Country  Town  **Coast**  River  Sea  **Climate**  Hill  Mountain  County  **Urban**  **Rural**  settlers |  |
| **Year 5** | Name and locate the world’s countries, using maps to focus on Europe and North and South America,  concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  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 | Name and locate the countries of continents such as North and South America using maps to identify regions, cities, time zones and characteristics.  Recognise and describe the climate and weather of the Americas and how they differ to the UK | Recognise the differences and similarities between locations in North and South America.  Recognise that the physical features of the UK vary from location to location. | North and South America have several differences and several similarities.  **Continents such as these are composed of many diverse factors such as size and landscapes.** | **Atlas**  Index  **Coordinates**  **Latitude**  **Longitude**  Contour  **Altitude**  Peaks  Slopes  Continent  Country  City  North America  South America  Border  Key |  |
| **Year 6** | 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,  and a region within North or South America  describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts, rivers,  mountains, volcanoes and earthquakes, and the water cycle)  identify the position and significance of latitude, longitude, Equator, Northern  Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and  Antarctic Circle, the Prime/Greenwich Meridian and time zones  use the eight points of a compass, four and six-figure grid references, symbols and key | Know the countries of North and South America  Know different characteristics of different parts of the Americas.  Know the different climates and biomes of the Americas.  Know similarities and differences between my local area and an area of North America.  Know areas of natural wonders in the Americas. | Define a continent and what is made up of.  Identify some countries in North and South America;  Describe physical features of an area of the Americas.  Describe the climate of an area of the Americas.  Describe the human geography of an area of  North America.  Define latitude.  Identify the equator, tropics and poles on a map.  Understand coordinates pinpoint a geographical location.  Name some wonders of the Americas. | **Continents are groups of countries.**  Continents such as these are composed of many diverse factors such as size and landscapes.  North America is made up of states. |  |  |