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

**Early Years**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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 name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.  To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.  To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.  To use basic geographical vocabulary to refer to key human and physical 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 the differences between a ‘town’ and the ‘countryside’.  Know the countries of the UK.  Know how to locate the UK using a map.  Know what an ‘aerial view’ shows.  Know key features of the countries of the UK.  Know the capital cities of the UK.  Know 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 (Brasilia/London). | Name the four countries of the UK, capital cities and  surrounding seas.  • Begin to know the differences between town and  country locations.  • Use a range of maps (world, country, street  maps, aerial views and plans) to locate places and  landmarks.  • Begin to know simple features of the countries of the  UK.  • Use aerial photographs to recognise basic human and  physical features.  • Produce a journey line.  • Describe human and physical features of the capital  city London.  • Use internet mapping programmes to observe aerial  views.  • Compare the capital cities London and Brasilia.  • Use world maps and globes to begin to locate some  continents and countries.  • Know the difference between human and physical geography. | Landmarks of the local area.  **Landmarks of or capital city.**  **The 4 capital cities of the UK.**  Other countries have similarities and differences to our own. | Town, **country**, village, city, houses, farm, council, pros, cons, similar, different, **capital city, continents**. |  |

**Key Stage 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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 2** | To use basic geographical vocabulary.  To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.  To use basic geographical vocabulary to refer to human and physical features.  To use aerial photographs and to recognise landmarks and basic human and physical features.  To name, locate and identify characteristics of the four countries and capital cities of the UK.  To use basic geographical vocabulary to refer to key human and physical features in the context of coastal / seaside locations.  To use simple compass directions and locational and directional language to describe the location of features and routes on a map.  To use world maps, atlases and globes to identify the United Kingdom and its countries.  To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. | Know key words to describe different places and  environments.  Know key words to describe seaside locations.  Know how to locate seaside resorts in the four countries of the UK.  Know how to describe a seaside town in the UK.  Know the location of hot and cold islands in the world.  Know how to use a map to follow the route around a seaside resort. | Use key words to describe different places, including seaside locations.  Locate their nearest seaside resort on a map.  Begin to classify key features of places into ‘natural’ and ‘man-made’.  Observe aerial photographs of seaside locations to recognise basic human and physical features.  Describe a UK seaside resort (St Ives, Cornwall) in detail using a range of information.  Explain how an island is different from the  mainland and locate some of the main British islands using an atlas.  Use and follow simple compass directions (NESW);  Plan and follow routes on a map using map symbols. | The seaside has human and physical features.  **The seaside is on the coast.**  The areas around the seaside are built up.  **Compass points are north, south, east and west**.  **An island is an area of land surrounded completely by water.**  Islands may be in a river, a lake or the sea.  Islands can be different shapes and sizes. | Visit, locate, resort, holiday, coast, **national**,  **international**, near, far, village, town, city,  countryside, **urban**, **rural**, **human, physical**,  tourists, local area. Seaside, **coast/coastline,** beach, aerial view, bird’s-eye view,  observe, sand, sea, promenade, cliffs,  coast, pier, vegetation, harbour, shop,  sand dunes, bay, lighthouse. Past, present, holiday, town, country,  United Kingdom (UK), England, Scotland,  Wales, Northern Ireland, compare, tourists. |  |
| **Year 3/4** | 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  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 | 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 in the context of the water cycle.  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 in the context of rivers of the world.  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 in the context of features of rivers.  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 in the context of rivers and dams. | • List the main events in the water cycle.  • Use the index in an atlas to find rivers.  • Describe the place in which the source of a river is  found.  • Describe how water erodes a riverbank.  • Describe how deposition changes the shape of a river.  • List some ways that rivers are used.  • List some advantages and disadvantages for different uses of a river. | **To explain the water cycle.**  Locate the key rivers of the UK.  Locate the key rivers of the world.  **Describe the key features of a river system.**  Use atlases and maps to identify the key features of a river system.  Describe the ways rivers are used.  Explain the impact of damming rivers. | bank  basin  bed  canal  current  confluence  delta  downstream  **erosion**  **estuary**  floodplain  fresh water  meander  mouth  salt water  silt  source  **stream**  tidal river  **tributary**  upstream  watershed |  |
| **Year 5** | Recognise the location  and characteristics of a range of the world’s most significant human and physical features.  describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts, rivers,  mountains, volcanoes and earthquakes | • describe and understand key aspects of physical geography, including (eg climate zones, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle)  • human geography, including: types of settlement and land use;  • Begin to understand what a volcano is and describe how a volcano can impact the human and physical geography of a place  • Know what causes an earthquake or volcano | • name the layers that make up the Earth;  • name the key parts of a volcano;  • show where most volcanoes are found;  • explain how to keep safe during an earthquake;  • describe a tsunami;  • describe the damage caused by a tsunami;  • explain how tornadoes form; | What would you find underground.  **How volcanoes are formed.**  How volcanoes affect people's lives.  **What causes earthquakes and how they are measured.**  What causes tsunamis and how they affect people.  What causes tornadoes and the effects they have. | **active**  bedrock  crust  **dormant**  **eruption**  extinct  inner core  magma  mantle  outer core  subsoil  topsoil  tornado  tsunami  volcano |  |
| **Year 6** | 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 why many people from a country (eg West indies) emigrated to Britain the 1950s  Know why so many people from India and Pakistan emigrated to Britain  Know about the impact of immigration on Britain’s industry  Known why Brexit was such an important event in Britain  Know what is meant by the European Union | Know how factors of immigration can affect a country.  Know how trade has changed through the years | **Know what immigration means.**  **Know what Brexit was.**  **Know what import and export means.** | **Immigration**  Windrush  **Commonwealth**  Emigrated  **European Union**  **Brexit**  **Trade**  goods  Import export  Fair trade  Globalisation  Natural resources  **economy** |  |