Princess May Primary School

Geography Curriculum Knowledge and Skills Progression Map 2026–27

A Spiral Curriculum

Our Geography curriculum has been designed as a spiral curriculum with the following key principles in mind:

✓ **Cyclical:** Pupils return to the same skills again and again during their time in primary school.
✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity
✓ **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum aims

At Princess May, we aim for all our pupils to develop our school values of respect, empathy and determination. Our Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world, empathy and understanding of how other people live, and respect for the world. The intention is for pupils to develop the confidence to question and observe places, measure and record necessary data in a variety of ways and analyse and present their findings.

Knowledge developed within our curriculum

Locational knowledge

An understanding of locational knowledge helps pupils to:

- Develop their sense of place and identity.
- Develop an appreciation of distance and scale.
- Learn about the orientation of the world.

Place knowledge

Place knowledge builds on locational knowledge. Pupils compare different places and study the same place over time. Pupils not only locate a physical area on a map but also attach meaning to it. In doing so, it becomes a ‘place’ with similarities and differences to familiar places, such as homes, classrooms, towns and cities.

Human and physical geography

A knowledge of physical and human processes helps pupils to describe and explain different environments. It is important that pupils understand how these processes interact.

Geographical skills and fieldwork

Throughout the Geography curriculum, pupils learn to interpret maps, globes and atlases. Studying these spatial representations supports their development of a sense of place.

Through fieldwork, pupils can connect their learning in Geography lessons with the complexity of the real world. Pupils learn how to observe and record the environment around them, which helps them retain key geographical knowledge.

Fieldwork should draw together pupils’ location knowledge and that of the human and physical processes, helping pupils to see the interplay

	between them.

EYFS Framework

ELG: People, Culture and Communities

Children at the expected level of development will:

• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

• 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.

National Curriculum Programme of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. At Princess May, the National Curriculum underpins our curriculum.

Progression of skills and knowledge

Locational knowledge

	Skills	Knowledge
EYFS ***Exploring maps; Outdoor adventures; Around the world***	• Identifying land and water on a map or globe. • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	• To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) • To know that usually water is represented in blue on a map or globe. • To know the name of their school and the place where they live. • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)
Year 1 ***What is it like here? What is the weather***	• Locating two of the world's seven continents on a world map. • Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. • Showing on a map which continent they live in. • Locating the four countries of the United Kingdom (UK) on a map of this area. • Showing on a map which country they live in and locating its capital city.	• To know the name of two continents (Europe and Asia). • To know that a continent is a group of countries. • To know that they live in the continent of Europe. • To know that an ocean is a large body of water. • To know the name of two of the world's oceans (Atlantic Ocean and Pacific

like in the UK? What is it like to live in Shanghai?		Ocean) • To know that the UK is short for 'United Kingdom'. • To know that a country is a land or nation with its own government. • To know that the United Kingdom is made up of four countries and their names • To know the name of the country they live in.
Year 2 ***Would you prefer to live in a hot or cold place? Why is our world wonderful? What is it like to live by the coast?***	• Locating all the world's seven continents on a world map. • Locating the world's five oceans on a world map. • Showing on a map the oceans nearest the continent they live in. • Locating the surrounding seas and oceans of the UK on a map of this area . • Confidently locating the capital cities of the four countries of the UK on a map of this area. • Identifying characteristics (both human and physical) of the four capital cities of the UK. • Showing on a map the city, town or village where they live in relation to their capital city.	• To be able to name the seven continents of the world. • To be able to name the five oceans of the world. • To know that a sea is a body of water that is smaller than an ocean. • To know that there are four bodies of water surrounding the UK and to be able to name them. • To name some characteristics of the four capital cities of the UK. • To know the four capital cities of the UK. • To know that a capital city is the city where a country's government is located.
Year 3 ***Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?***	• Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Locating the world's most significant mountain ranges on a map and identifying any patterns. • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. • Locating some of the world's most significant rivers and identifying any patterns. • Locating some counties in the UK (local to your school). • Locating some cities in the UK (local to your school). • Beginning to locate the twelve geographical regions of the UK. • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. • Identifying the position and significance of both the Arctic and Antarctic Circle.	• To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America • To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers. • To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* • To know that biomes are areas of the world with similar climates, vegetation and animals. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species. • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement. • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator

		• To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle • To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.
Year 4 ***Why are rainforests important to us? Where does our food come from? What are rivers and how are they used?***	• Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Locating the world's most significant mountain ranges on a map and identifying any patterns. • Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. • Locating some of the world's most significant rivers and identifying any patterns. • Locating some counties in the UK (local to your school). • Locating some cities in the UK (local to your school). • Beginning to locate the twelve geographical regions of the UK. • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. • Identifying the position and significance of both the Arctic and Antarctic Circle.	• To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers. • To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* • To know that biomes are areas of the world with similar climates, vegetation and animals. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species. • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city. • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement. • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other • To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. • To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.
Year 5 ***What is life like in the Alps? Why do oceans matter? Would you like to live***	• Locating some countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. • Locating counties in the UK.	• To know the name of many countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland). • To know the name of many counties in the UK. • To know the name of many cities in the UK.

in the desert?	• Locating many cities in the UK • Locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features • Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe.	• To confidently name the twelve geographical regions of the UK. • To know that London and the South East regions have the largest population in the UK. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.
Year 6 ***Why does population change? Where does our energy come from? Can we carry out an independent fieldwork enquiry?***	• Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. • Locating counties in the UK. • Locating many cities in the UK. • Locating the twelve geographical regions of the UK. • Identifying key physical and human characteristics of the geographical regions in the UK. • Understanding how land use has changed over time using examples. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance. • Using longitude and latitude when referencing location in an atlas or on a globe.	• To know the name of many countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland). • To know the name of many counties in the UK. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know that London and the South East regions have the largest population in the UK. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.

Place knowledge		
	Skills	**Knowledge**
EYFS ***Exploring maps; Outdoor adventures; Around the world***	• Discussing how environments in stories and images are different to the environment they live in.	• To know that places within this country can differ from each other • To know that there are differences between places in this country and places in other countries.
Year 1 ***What is it like***	• Naming some key similarities between their local area and a small area of a contrasting non-European country. • Naming some key differences between their local area and a small area of a contrasting non-European country.	• To know that life elsewhere in the world is often different to ours. • To know that life elsewhere in the world often has similarities to ours

here? What is the weather like in the UK? What is it like to live in Shanghai?		
Year 2 ***Would you prefer to live in a hot or cold place? Why is our world wonderful? What is it like to live by the coast?***	• Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. • Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. • Describing what physical features may occur in a hot place in comparison to a cold place.	• To know some similarities and differences between their local area and a contrasting non European country.
Year 3 ***Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?***	• Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing climates and their impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in cold places. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	• To know the negative effects of living near a volcano. • To know the positive effects of living near a volcano • To know the negative effects an earthquake can have on a community. • To know ways in which communities respond to earthquakes.
Year 4 ***Why are rainforests important to us? Where does our food come from? What are rivers and how are they used?***	• Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing climates and their impact on trade, land use and settlement. • Explaining what measures humans have taken in order to adapt to survive in cold places. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	• To know the negative effects of living near a volcano. • To know the positive effects of living near a volcano. • To know the negative effects an earthquake can have on a community. • To know ways in which communities respond to earthquakes.
Year 5 ***What is life like in the Alps?***	• Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.	• To know some similarities and differences between the UK and a European mountain region. • To know why tourists visit mountain regions.

Why do oceans matter? Would you like to live in the desert?	• Understanding how climates impact on trade, land use and settlement. • Explaining how humans have used desert environments. • Using maps to explore wider global trading routes.	
Year 6 ***Why does population change? Where does our energy come from? Can we carry out an independent fieldwork enquiry?***	• Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. • Understanding how climates impact on trade, land use and settlement. • Explaining how humans have used desert environments. • Using maps to explore wider global trading routes.	• To know some similarities and differences between the UK and a European mountain region. • To know why tourists visit mountain regions.

Progression of skills and knowledge

Human and physical geography

	Skills	Knowledge
EYFS ***Exploring maps; Outdoor adventures; Around the world***	• Observing weather across the seasons. • Observing and discussing the effect the changing seasons have on the world around them. • Beginning to use the names of the seasons in the correct context. • Making observations about the features of places (in stories, photographs or in the school grounds/local area). • Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)	• To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. • To know some of the key characteristics of each season. • To know that there are four seasons in a year marked by certain weather conditions. • To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). • To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).

Year 1 ***What is it like here? What is the weather like in the UK? What is it like to live in Shanghai?***	• Describing how the weather changes with each season in the UK. • Describing the daily weather patterns in their locality. • Confidently using the vocabulary 'season' and 'weather'. • Recognising some physical features in their locality. • Recognising some human features in their locality.	• To know the four seasons of the UK. • To know that 'weather' refers to the conditions outside at a particular time. • To know that different parts of the UK often experience different weather. • To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. • To know that weather conditions can be measured and recorded. • To know that physical features means any feature of an area that is on the Earth naturally. • To know that human features means any feature of an area that was made or built by humans.
Year 2 ***Would you prefer to live in a hot or cold place? Why is our world wonderful? What is it like to live by the coast?***	• Locating some hot and cold areas of the world on a world map. • Locating the Equator and North and South Poles on a world map. • Locating hot and cold areas of the world in relation to the Equator and the North and South poles. • Describing the key physical features of a coast using subject specific vocabulary. • Describing and understanding the differences between a city, town and village. • Describing the key human features of a coastal town using subject specific vocabulary.	• To know that the Equator is an imaginary line around the middle of the Earth. • To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. • To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. • To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. • To know that coasts (and other physical features) change over time. • To know some key physical features of the UK. • To know that a sea is a body of water that is smaller than an ocean. • To know that human features change over time. • To know some key human features of the UK.
Year 3 ***Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?***	• Mapping and labelling the six biomes on a world map. • Understanding some of the causes of climate change. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples.	• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know the courses and key features of a river. • To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know the world's biomes. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones. • To know that climates can influence the foods able to grow. • To know the main types of land use. • To know the different types of settlement. • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale.

		• To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality • To know the UK grows food locally and imports food from other countries.
Year 4 ***Why are rainforests important to us? Where does our food come from? What are rivers and how are they used?***	• Mapping and labelling the six biomes on a world map. • Understanding some of the causes of climate change. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples.	• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know the courses and key features of a river. • To know the different types of mountains and volcanoes and how they are formed. • To know that an earthquake is the intense shaking of the ground. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know the world's biomes. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones. • To know that climates can influence the foods able to grow. • To know the main types of land use. • To know the different types of settlement. • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale. • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. • To know the UK grows food locally and imports food from other countries.
Year 5 ***What is life like in the Alps? Why do oceans matter? Would you like to live in the desert?*** ***Year 6*** ***Why does population change? Where does our energy come from? Can we carry out an independent***	• Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change • Describing and understanding economic activity, including trade links. • Suggesting reasons why the global population has grown significantly in the last 70 years. • Describing the 'push' and 'pull' factors that people may consider when migrating. • Understanding the distribution of natural resources both globally and within a specific region or country studied. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples.	• To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To know why the ocean is important. • To know the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know that natural resources can be used to make energy. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment.

fieldwork enquiry?		

Progression of skills and knowledge

Geographical skills and fieldwork

	Skills	Knowledge
EYFS ***Exploring maps; Outdoor adventures; Around the world***	• Ask questions about the world around them. • Commenting on the features they see in their school and school grounds. • Answering simple questions, guided by the teacher. • Representing some of the features they notice in their school and school grounds. • Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. • Beginning to use modelled directional vocabulary when describing features in the surrounding environment. • Recognising features on maps (real or imaginary). • Creating real or imaginary maps even if features are indistinguishable.	• To know that a map is a picture of a place. • To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind). • To know that a place and its features can be represented in a picture.
Year 1 ***What is it like here? What is the weather like in the UK? What is it like to live in Shanghai?***	• Using an atlas to locate the UK. • Using an atlas to locate the four countries in the UK. • Using a world map and globe to locate four of the world's seven continents (Europe and Asia) • Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean. • Using directional language to describe the location of objects in the classroom and playground. • Using directional language to describe features on a map in relation to other features (real or imaginary). • Responding to instructions using directional language to follow routes. • Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. • Recognising local landmarks on aerial photographs . • Recognising basic human features on aerial photographs. • Recognising basic physical features on aerial photographs. • Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. • Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. • Adding labels to sketch maps. • Using simple picture maps and plans to move around the school. • Asking questions about the world around them. • Commenting on the features they see in their school and school grounds on a walk around the respective places. • Asking and answering simple questions about the features of their school and school grounds. • Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. • Using a simple recording technique to express their feelings about a specific	• To know that an aerial photograph is a photograph taken from the air above. • To know that atlases give information about the world and that a map tells us information about a place. • To know that symbols are often used on maps to represent features. • To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). • To know what a sketch map is. • To know that a compass is an instrument we can use to find which direction is north. • To know which direction is N, S, E, W on a map.

	place and explaining why they like/dislike some of its features.	
Year 2 ***Would you prefer to live in a hot or cold place? Why is our world wonderful? What is it like to live by the coast?***	• Recognising why maps need a title. • Using an atlas to locate the four capital cities of the UK. • Using a world map, globe and atlas to locate all the world's seven continents on a world map. • Using a world map, globe and atlas to locate the world's five oceans. • Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. • Using locational language and the compass points (N, S, E, W) to describe the route on a map. • Using a map to follow a prepared route. • Recognising landmarks of a city studied on aerial photographs and plan perspectives. • Recognising human features on aerial photographs and plan perspectives. • Recognising physical features on aerial photographs and plan perspectives. • Drawing a map and using class agreed symbols to make a simple key. • Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. • Finding a given OS symbol on a map with support. • Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). • Using an aerial photograph to draw a simple sketch map using basic symbols for a key. • Recognising there are different ways to answer a question. • Discussing the features they see in the area surrounding their school when on a walk. • Asking and answering simple questions about human and physical features of the area surrounding their school grounds. • Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. • Classifying the features they notice into human and physical with teacher support. • Taking digital photographs of geographical features in the locality. • Making digital audio recordings when interviewing someone. • Presenting data in simple tally charts or pictograms and commenting on what the data shows. • Asking and answering simple questions about data.	• To know that a globe is a spherical model of the Earth. • To begin to recognise world maps as a flattened globe. • To know that maps need a title and purpose. • To know that maps need a key to explain what the symbols and colours represent. • To know that a tally chart is a way of collecting data quickly. • To know that a pictogram is a chart that uses pictures to show data.
Year 3 ***Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?***	• Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass. • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. • Saying which directions are N, S, E, W on an OS map • Making and using a simple route on a map.	• To understand that a scale shows how much smaller a map is compared to real life. • To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know that grid references help us locate a particular square on a map. • To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know an enquiry-based question has an open-ended answer found by research. • To know how to use various simple sampling techniques. • To know what a questionnaire and an interview are. • To know that quantitative data involves numerical facts and figures and is often objective.

	• Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Using simple sampling techniques appropriately. • Making digital audio recordings for a specific purpose. • Designing a questionnaire/interview to collect qualitative fieldwork data. • Taking digital photos and labelling or captioning them. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Beginning to use a simplified Likert Scale to record their judgements of environmental quality. • Collecting quantitative data in charts and graphs. • Using a questionnaire/interview to collect qualitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection.	• To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. • To know a Likert scale is used to record people's feelings and attitudes. • To know that qualitative data involves opinions, thoughts and feelings and is often subjective. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.
Year 4 ***Why are rainforests important to us? Where does our food come from? What are rivers and how are they used?***	• Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass. • Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy • Saying which directions are N, S, E, W on an OS map. • Making and using a simple route on a map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Using simple sampling techniques appropriately. • Making digital audio recordings for a specific purpose. • Designing a questionnaire/interview to collect qualitative fieldwork data. • Taking digital photos and labelling or captioning them.	• To understand that a scale shows how much smaller a map is compared to real life. • To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know that grid references help us locate a particular square on a map. • To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know an enquiry-based question has an open-ended answer found by research. • To know how to use various simple sampling techniques. • To know what a questionnaire and an interview are. • To know that quantitative data involves numerical facts and figures and is often objective. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. • To know a Likert scale is used to record people's feelings and attitudes. • To know that qualitative data involves opinions, thoughts and feelings and is often subjective. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.

	• Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Beginning to use a simplified Likert Scale to record their judgements of environmental quality. • Collecting quantitative data in charts and graphs. • Using a questionnaire/interview to collect qualitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection.	
Year 5 ***What is life like in the Alps? Why do oceans matter? Would you like to live in the desert?*** ***Year 6*** ***Why does population change? Where does our energy come from? Can we carry out an independent fieldwork enquiry?***	• Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). • Using the scale bar on a map to calculate distances. • Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. • Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. • Beginning to use thematic maps to recognise and describe human and physical features studied. • Using models and maps to talk about contours and slopes. • Selecting a map for a specific purpose. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using four and six-figure grid references to locate features on a map in regions studied. • Confidently locating features using the 8 points of a compass. • Following a short pre-prepared route on an OS map • Identifying the eight compass points on an OS map. • Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. • Developing their own enquiry questions. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. • Selecting appropriate methods for data collection. • Designing interviews/questionnaires to collect qualitative data. • Beginning to use standard field sampling techniques appropriately. • Using GIS (Geographical Information Systems) to plot data sets. • Using a simplified Likert Scale to record their judgements of environmental quality. • Conducting interviews/questionnaires to collect qualitative data. • Interpreting and using real-time/live data. • Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. • Evaluating evidence collected and suggesting ways to improve this.	• To know that contours on a map show height and slope • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To know a line graph can represent variables over time. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.

	• Analysing quantitative data in pie charts, line graphs and graphs with two variables.	