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| Geographical Teaching Strands | EYFS: Understanding of the World  Fs2 | National Curriculum  Y1 | National Curriculum  Y2 | National Curriculum  Y3 | National Curriculum  Y4 | National Curriculum  Y5 | National Curriculum  Y6 |
| Location Knowledge | \* Know what country they live in.  \*Know the name of the road, and or village/ town/ city the school or home is located on.  \* can talk about the wider world by using images, video clips, shared texts and artefacts into the classroom. | \*Can tell someone their address.  \*Can identify the four countries making up the United Kingdom.  \*Can point out where the equator, north pole and south pole are on a globe or atlas. | \*Can name the continents of the world and find them in an atlas.  \*Can name the world’s oceans and find them in an atlas.  Can name some islands around the world.  \*Can name the largest desert and largest island in the world.  \*Can name the capital cities of England, Wales, Scotland and Ireland.  \*Can find the Wirral Peninsula and where they live on a map of the UK.  \*Can point out North, South, East and West associated with maps and compass. | \*Can name a number of countries in the Northern Hemisphere.  \*Can name and locate some well-known European countries.  \*Can name and locate the capital cities of neighbouring European countries.  \*Is aware of different weather in different parts of the world; notably extreme weather conditions in certain places. | \*Can use atlases to locate continents, sea, European countries including Russia, European capital cities, flags and landmark features.  \*Can explain why people are attracted to live in cities.  \*Can explain why people may choose to live in a village rather than a city.  \*Can explain how a locality has changed over time with reference to human features.  \*Can find different views about an environmental issue and share their view.  \*Can suggest different ways that a locality could be changed and improved. | \*Can name and locate many of the world’s major rivers on maps.  \*Can name and locate many of the world’s most famous mountain regions on maps- including world’s most famous volcanoes.  \*Can recognise key symbols used on a 6 figure ordnance survey maps. | \* Can locate land features or place names using 6 figure ordnance survey map.  \* Can locate and name the main countries in South America on a world map and atlas? (Link to Mayan civilisation)  \*Can identify the Prime/Greenwich Meridian and time zones (including day and night) in different parts of the world.  \*Can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles.  \* Can name the main lines of latitude and meridian of longitude. |
| Place Knowledge | \*Can use visual aids to recognise some similarities and differences between life in this country and life in other countries.  \*will participate in Coast2Country project and can talk about how we care for the natural world around us. | \*Can compare different jobs that people living in very hot, very cold or temperate climates might do.  \* participate in Coast2Country project describing and sorting some of the finds affecting our locality. | \*Can compare some similarities and differences between a UK and non-European location; hot and cold places.  \* Can compare contrasting island features- Hilbre and Isle of Coll.  \* Can explain how the weather affects different people and their jobs.  \* Participate in Coast2Country project, describing some human effects on the environment and how they are trying to make it better. | \* Can identify similarities and differences between contrasting locations in the world: Brazil, Antarctica, Japan; Chembakolli in India with Thingwall, UK.  \*Can compare extreme weather conditions in parts of the world and suggest reasons for this.  \*Participate in Coast2 Country project, describing some human and physical effects upon the environment and why this is happening. | \* Can compare European cultures and traditions compared to British culture and tradition.  \* Explain their role in Coast 2Country project- explaining the human and physical effects on our local environment. | \*Can compare and contrast Thingwall with Burwardsley using aerial maps; 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, plans and graphs, and digital technologies  \*Can report on ways in which humans have both improved and damaged the environment linked to world environmental change and locally in our Coast2Country project. | \* Can research into term ’county’ and where it originated from.  \*Can identify the North West counties of Britain.  \* Can understand similarities and differences of a South American region compared to own region. |
| Human Geography | \*Can talk about people that help them in the wider community-such as the police, the fire service, Lollypop traffic person, doctors and teachers. | \*Can explain what they might wear if they lived in a very hot or a very cold place? | \*Can explain how the jobs people do may be different in different parts of the world compared to in the UK.  \*Know how Fairtrade can help people’s lives- far and away.  \* Can study local environment and suggest what is spoilt and what can be made better in the area. | \*Can describe how extreme weathers have an impact on peoples’ lives.  \*Can confidently describe human features in a locality including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  \*Can explain how the lives of people living in Chembakolli, India would be different from their own in Thingwall. | \*Can explain why people are attracted to live in cities.  \*Can explain why people may choose to live in a village rather than a city.  \*Can explain how a locality has changed over time with reference to human features.  \*Can find different views about an environmental issue. Share their view.  \*Can suggest different ways that a locality could be changed and improved. | \*Can explain why people are or were attracted to live near the River Mersey.  \*Can explain how the River Mersey fits into its wider geographical location; with reference to human and economical features.  \*Can explain what a place might be like in the future, taking account of issues impacting on human features. | \*Can give an extended description of the human features of different places around the world.  \*Can map land use with their own criteria. |
| Physical Geography | \* can comment upon the effects of changing seasons on the natural world around them.  \*can comment upon how animals behave differently as the seasons change.  \*Can describe simple features of the locality and in story such as *hill, field, shops, school, road, house.*  \*Can share non-fiction texts that offer an insight into contrasting environments. | \*Can explain how the weather changes with each season  \*Can describe the main features of a hot and a cold place.  \*Can name key features associated with a town or village, *e.g. church, farm, shop, factory, house.*  \*Can name town buildings like *detached, terraced, semi-detached, bungalow, flat* in their locality. | \*Can describe some physical features of the Wirral and its attractions.  \*Can describe a place EG Kenya, Columbia, outside Europe using geographical words.  \*Can describe some of the features associated with an island.  \*Can describe the key features of a place, using words like, *beach, coast, forest, hill, mountain, ocean, valley.green spaces , urban, rural. Suburbia.* | \*Can use maps and atlases appropriately by using contents and indexes.  \*Can confidently describe physical features in a locality/ settlement.  \*Can locate Brazil, Antarctica, Japan and Chembakolli in India on World maps, atlases and globes.  \*Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE) | \* Can describe the main physical differences between cities and village, using key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;  \*Can use appropriate symbols to represent different physical features on a map. | \*Can describe how volcanoes, earthquakes and tsunamis occur.  \*Can describe how climate zones, biomes and vegetation belts affect the land.  \*Can explain why many cities of the world are situated by rivers.  \*Can explain how the water cycle works and explain why water is such a valuable commodity. | \*Can describe how some places are similar and others are different in relation to their physical features.  \*Can plan a journey to another part of the world which takes account of time zones  \*Can explain and understand the term ‘sustainable development’. |
| Geographical Skills and Fieldwork | \*Describe information from a simple map.  \*Can use aerial views of the school and comment on what they notice, recognising buildings, open space, roads and other simple features.  \*Can draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. | \*Can answer questions about the weather using a weather chart and keep own weather chart.  \* Can use an atlas or a globe to find the UK and its countries.  \*Can say what they like/ dislike about their locality.  \* Can devise a simple ‘bird’s eye view ’or aerial plan of the school surroundings/ classroom and from stories.  \*Can draw own route to school including local features they pass. | \*Can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;  \*Can devise a simple map, construction basic symbols in a key.  \*Can make plausible predictions about what the weather may be like in different parts of the world. | \*Can use correct geographical words to describe a place and the things that happen there.  \*Can identify key features of a locality by using different maps- aerial, street A-Z, OS maps, 2 point co-ordinates looking for key features to the land and symbols used to represent them.  \*Can begin to use a 4 figure grid reference.  \* Can accurately plot compass NSEW on a map and some N,NW, W, S, SW, SE, E, NE.  \*Can make accurate measurements of distances within 100Km. | \*Can carry out a survey to discover features of cities and villages.  \*Can find the same place on a globe and in an atlas.  \*Can label the same features on an aerial photograph as on a map.  \*Can plan a journey to a place in England.  \*Can use a 4 figure grid reference.  \*Can accurately measure and collect information, e.g. rainfall, temperature, wind speed, noise levels.  \*Can give accurate measurements between 2 given places within the UK. | \*Can collect information about a place and use it in a report  \*Can map land use.  \*Can find possible answers to their own geographical questions.  \*Can plan a journey to a place in another part of the world, taking account of distance and time.  \* Can use a 6 figure grid reference  \*Can accurately plot compass N,NW, W, S, SW, SE, E, NE on a map.. | \*Can confidently explain scale and use maps with a range of scales.  \*Can choose the best way to collect information needed and decide the most appropriate units of measure.  \*Can make careful measurements and use the data.  \*Can use maps, aerial photos, plans and web resources to describe what a locality might be like. |