

	FS1/FS2	Y1/2
To investigate places	<ul style="list-style-type: none"> a) Continue to develop positive attitudes about the differences between people. b) Begin to understand the need to respect and care for the natural environment and all living things. c) Begin to make sense of their own life-story and family's history. d) Understand that some places are special to members of their community. e) Explore the natural world around them. f) Recognise that people have different beliefs and celebrate special times in different ways. g) 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; 	<ul style="list-style-type: none"> a) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom using atlases & globes. b) Name & locate world's 7 continents and 5 oceans. c) Identify position of UK in comparison with other countries studied - how would you get there? d) Compare and contrast their local area to a non-European country looking at diversity (i.e. Africa - houses, food and weather) and the similarities and differences of the human and physical geography. <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
To investigate patterns	<ul style="list-style-type: none"> a) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. b) Recognise some similarities and differences between life in this country and life in other countries. c) Recognise some environments that are different to the one in which they live. d) Understand the effect of changing seasons on the natural world around them. e) 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. f) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. g) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> a) Identify seasonal / daily weather patterns in the UK and compare them to the location of hot and cold areas of the world. b) Identify and describe similarities and differences of their local and physical environment using key physical and human features (as mentioned above).
To communicate geographically (Comms.)	<ul style="list-style-type: none"> a) Talk about what they see, using a wide vocabulary. b) Describe what they see, hear and feel whilst outside. c) Talk about the lives of the people around them and their roles in society d) Explore the natural world around them, making observations and drawing pictures of animals and plants; 	<ul style="list-style-type: none"> a) Identify common features on maps and aerial images e.g. rivers, land. b) Use aerial images and other models to create simple plans and maps, using symbols. c) Use four compass directions (NSEW). d) Use appropriate geographical vocab to describe key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. e) Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office and shop.
To use geographical fieldwork skills	<ul style="list-style-type: none"> a) Use all their senses in hands-on exploration of natural materials. b) Draw information from a simple map. c) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 	<ul style="list-style-type: none"> a) Use simple vocabulary, fieldwork and observational skills to study the human and physical geography of the school, its grounds and their local area using a camera, pictogram and tally charts to collect information.

	Y3/4	Y5/6
To investigate places	<ul style="list-style-type: none"> a) Locate world's countries, focussing on a study of a region of Europe and North or South America (Identify patterns, similarities, differences and interpret facts of key physical & human features and characteristics). b) Identify position, significance and characteristics of the Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date/ time zones in every topic. c) Describe, understand and identify patterns in biomes, climate zones, settlements, vegetation belts, land use, water cycle and rivers. 	<ul style="list-style-type: none"> a) Explain & understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones b) Evaluate, explain and prove how the physical features affect the human activity within a location and how human activity can affect the physical area. c) Investigate human and physical characteristics, , key topographical features (including hills, mountains, rivers, weather) and land-use patterns' and evaluate and discover how some of these aspects have changed over time. d) Investigate and connect ideas about key aspects of: <ul style="list-style-type: none"> - physical geography: mountains, volcanoes, earthquakes. - human geography: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
To investigate patterns	<ul style="list-style-type: none"> a) Use a range of resources to identify the key physical and human features of a location. b) Show and compare geographical diversity, similarities and differences between countries (ie Rio / Krakow - language, houses, jobs, land use, physical features (hills, rivers)). c) Explain and summarise how human and physical characteristics, including hills, mountains, cities, rivers and land-use patterns have changed over time. d) Describe how people are affected by changes in the environment. 	<ul style="list-style-type: none"> a) Collect, investigate and analyse statistics and other information in order to draw clear conclusions about locations. b) Discover and conclude how locations around the world are changing and explain some of the reasons for change. c) Evidence and understand geographical diversity across the world (ie. developed and undeveloped countries, language, resources, weather, ethnicity, jobs, wealth, connections to other countries) d) Investigate and evaluate how countries and geographical regions are interconnected and interdependent with geographical similarities and differences. e) Analyse and develop views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in elevation of land in North America). f) Understand and explain how humans can affect the environment over time, the impact this can have and why people seek to sustain their environments.
To communicate geographically	<ul style="list-style-type: none"> a) Practise using 8 points of compass (N, NW, NE, S, SE, SW, W, E), symbols & keys b) Use 4 figure grid references on OS maps and understand the symbols used. c) Explain own views about locations, giving reasons (maybe expressed in letters or poetry). d) Demonstrate knowledge by asking and answering geographical questions about the physical and human characteristics of a location. e) Create a map to accurately represent an area using an atlas and understand the importance of a key and how to make one f) Recognise and understand that different people hold different views about an issue and to understand reasons why. 	<ul style="list-style-type: none"> a) Use 4- and 6-figure grid references on OS maps as well as the 8 points of a compass. b) To use findings from fieldwork, OS maps & symbols, digital mapping (Google Earth) atlases and globes to record and interpret information collected. c) Formulate and design maps of locations accurately and independently using their own key design to identify patterns (such as: land use, volcano/earthquake location, population densities, height of land). (drawing maps or using outlines).
To use geographical fieldwork skills	<ul style="list-style-type: none"> a) Use fieldwork to observe, identify patterns and record the human and physical features in the local area and in a contrasting country to find similarities and differences. b) Use fieldwork opportunities to observe, collect & record data about a place they are studying. c) Use a range of methods including sketch maps, simple surveys, questionnaires, tallies, graphs and digital technologies to collect and present findings. 	<ul style="list-style-type: none"> a) To evaluate and use a range of quantitative (surveys, measuring, tallies) and qualitative (poetry, sketching/watercolours, sound poems) fieldwork to observe, measure, record and identify patterns about the human and physical features in the local area. b) To explain the data collected, decide how best to present their findings and evaluate the quality of evidence collected and suggest improvements.

	d) Use a range of fieldwork equipment eg cameras, tape measures, thermometers and compasses.	c) Use a range of fieldwork equipment eg cameras, tape measures, quadrats, compasses, thermometer and rain gauge.
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