

















Year Group	Geography					
Nursery	Birth to 5 Matters statements (Range 3)			Birth to 5 Matters statements (Range 4)		
	<p>Understanding the World-Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.</p>			<p>Understanding the World-Notices detailed features of objects in their environment Mathematics-Begins to remember their way around familiar environments e.g. knows where to find their favourite toy. Responds to spatial and positional language when used in conversation, e.g. pointing things out.</p>		
Area of Learning	<p>Understanding the World</p>  <p>The world: Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life.</p>	<p>Understanding the World</p>  <p>Remembers where objects belong. Ownership of the classroom and knowing where things belong.</p>	<p>Physical Development</p>  <p>Moving and Handling: Can walk considerable distance with purpose, stopping starting and changing direction.</p> <p>Understanding the World</p>  <p>Enjoys stories about people and nature (birds, bees, cats and dogs) and is interested in photographs of themselves with these. Sharing photographs on tapestry of the children with pets/visiting farms/zoos etc.</p>	<p>Understanding the World</p>  <p>In pretend play, imitates everyday actions and events from own family and cultural background. The children are provided with items in the home corner that they will observe being used at home. Notices detailed features of objects in their environment.</p>	<p>Mathematics</p>  <p>Responds to some spatial and positional language.</p> <p>Understanding the World</p>  <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. Science area where the children engage with natural materials e.g. growing cress, creating a worm farm.</p>	<p>Mathematics</p>  <p>Explores how things look from different viewpoints including near or far away.</p> <p>Understanding the World</p>  <p>Explores how things look from different viewpoints including near or far away.</p>
Reception	Birth to 5 Matters statements (Range 5)			Birth to 5 Matters statements (Range 6)		
	<p>Communication and Language-Question why things happen and gives explanations. Asks e.g. who, what, when, how. Builds up vocabulary that reflects the breadth of their experiences. Mathematics- Responds to and uses language of position and direction. Understanding the World-shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Begin to understand the effect their behaviour can have on the environment.</p>			<p>Communication and Language-Understands questions such as 'who; why; when; where and how'. Literacy-Enjoys an increasing range of print and digital books, both fiction and non-fiction. Knows that information can be retrieved from books, computers and mobile digital devices. Mathematics- Follows and gives simple directions. Understanding the World-Enjoys joining in with family customs and routines. Knows about similarities and differences between themselves and others and among families, communities and traditions. Talks about the features of their own immediate environment and how environments might vary from one another.</p>		

Area of Learning	Understanding the World  The World: Describe features of the school.	Understanding the World  The World: Colour, light and reflections, Winter. Develop an understanding of growth, decay and changes over time. Ask questions about aspects of their familiar world.	Understanding the World  The World: The five senses and Spring. Know about similarities and differences in relation to places, objects, materials and living things.	Communication and Language  Begin to use more complex sentences- linking ideas using 'and, because'. Understand questions such as 'who, why, when, where and how'. Understanding the World  The World: Materials and Spring. Know about similarities and differences in relation to places, objects, materials and living things.	Understanding the World  People and communities: Know about similarities and differences between themselves and others, and among families, communities and cultures- Kenya. The World: Plants and Summer. Make observations of animals and plants and explain why some things occur.	Understanding the World  People and communities: Name and describe people who are familiar to them within their community e.g. police, fire service, mountain rescue etc. Find out about people in their own community and in other countries through stories. The World: Materials and Spring. Know about similarities and differences in relation to places, objects, materials and living things.
	Autumn		Spring		Summer	
	Year 1	Our School	Weather (The Arctic compared to Kendal)		Eldoret and Windsor	
	Locational Knowledge	Name, locate and identify characteristics of the four countries and capital cities of the UK and the surrounding areas.			Name and locate the worlds' seven continents and five oceans	
Place Knowledge				Understand geographical similarities and differences through the studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country Windsor/Eldoret		
Human and Physical	Use geographical vocabulary to refer to physical and human features	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		Use geographical vocabulary to refer to physical and human features		
Geographical Skills and Fieldwork	Use aerial photographs Human and Physical features Use simple fieldwork and observational skills to study school	Use world maps, atlases and globes to identify countries, continents and oceans (Arctic Circle) Use simple fieldwork and observational skills to study the geography of school key human and physical features		Use simple compass directions Use simple fieldwork and observational skills to study the geography of school key human and physical features		
Year 2	Maps	Study of Kendal Weather		UK Geography		
Locational Knowledge	Name and locate the world's seven continents and five oceans (revisit previous learning)			Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas		

Place Knowledge	Morecambe/Arnside	Understand geographical similarities and differences through studying the human and physical geography of Kendal and a contrasting non-European country	
Human and Physical	Use basic geographical vocabulary to refer to key physical features		Understand and apply basic geographical vocabulary to refer to key physical and human features, including valley and coast
Geographical Skills and Fieldwork	Use world maps, atlases and globes to identify the UK and its countries, continents and oceans Devise a simple map Use simple compass directions Use basic geographical vocabulary to refer to key physical and human features. Use simple fieldwork and observational skills to study the geography of school key human and physical features	Identify seasonal and daily weather patterns in the UK and the location of hot and cold area of the world in relation to the Equator and the North and South Poles Use simple fieldwork and observational skills to study the geography of school key human and physical features	Know and use simple compass directions Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas Name and locate the world's seven continents and five oceans Use simple fieldwork and observational skills to study the geography of school key human and physical features
Year 3	The Water Cycle Conservation	Rivers (Kent)	UK Geography (building on KS1 knowledge)
Locational Knowledge		Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics and major cities	Name and locate counties and cities of the UK, geographical regions, key physical and human characteristics, countries and major cities (<i>building on learning from KS1</i>)
Place Knowledge		Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America (Brazil)	
Human and Physical	Describe and understand key aspects of physical geography including the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links. Describe and understand key aspects of physical geography including the water cycle.	
Geographical Skills and Fieldwork	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	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	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Year 4	Climates and Rainforests	Coasts (local study)	Comparison of regions (Germany, England, Canada)
Locational Knowledge	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,	Describe and understand key aspects of physical geography including rivers and 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

	Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers)	regions, key physical and human characteristics, counties and major cities 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/Meridian and time zones (including day and night)
Place Knowledge			To understand geographical similarities and differences through the study of human and physical region or area of the UK (different from that taught at KS1, a region in Germany and a region or area within North or South America)
Human and Physical	Describe and understand key aspects of physical and human geography including: climate zones, biomes, types of settlement and land use and the distribution of natural resources.	Describe and understand key aspects of physical geography including rivers and the water cycle	
Geographical Skills and Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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	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	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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
Year 5	Maps	Settlements	Mountains, Volcanoes and Earthquakes
Locational Knowledge Mount Everest Snowdon	Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers, and land-use patterns; and understand how some of these have changed over time.	Locate world's countries, key physical features, geographical regions, land use
Place Knowledge			Communicate geographical information in a variety of ways including writing at length
Human and Physical	Describe and understand aspects of human and physical geography	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links (building on learning from Y4)	Describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes; human geography including settlement and land use
Geographical Skills and Fieldwork	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	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	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	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		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
Year 6	North and Central America	Local Environment issues (litter/water pollution)	Sustainability/climate change
Locational Knowledge	Locate the world's countries, using maps to focus on North and Central America concentrating on 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 coasts and rivers, and land-use patterns; and understand how some of these have changed over time.	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/Meridian and time zones (including day and night)
Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America		
Human and Physical	Describe and understand key aspects of physical and human geography including climate zones (hurricanes)	Describe and understand key aspects of physical and human geography, including types of settlement and land use	Describe and understand key aspects of human geography, activity including trade links and the distribution of natural resources, including energy, minerals food and water.
Geographical Skills and Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries studied 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	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	Use fieldwork to observe, measure, record and present the human an physical features in the local area using a range of methods, including sketch maps, plans and digital technologies Use maps, atlases, globes and digital/computer mapping to locate countries studied