

**Building Geography Skills**

<p><b>Early Years Framework: Understanding the World</b></p>	<p><b>ELG: People, Culture and Communities</b>                  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul>			<p><b>ELG: The Natural World</b>                  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>			
<p><b>Geography skills</b></p>	<p><b>Mapping skills: locating on a global scale</b></p>	<p><b>Mapping skills: navigating on a local scale</b></p>	<p><b>Mapping skills: encoding</b></p>	<p><b>Observing and recording the environment</b></p>	<p><b>Understanding interconnections</b></p>	<p><b>All children EYFS-Y6- Asking geographical questions:</b></p>	
	<p>With support, use world maps, globes and atlases to explore their locality and world around them.</p>	<p>With support, begin to use directional language: near and far, up, down, across.                  With support, begin to use the 4 points of the compass on maps, aerial photographs and in the environment.</p>	<p>Begin to create physical 3D maps of the local environment – classroom and school grounds.</p>	<p>Begin to record simple observations in the local environment of a geographical feature – such biodiversity in a habitat.</p>	<p>Understands that their environment is part of a larger context – zooming out and zooming in.</p>	<p>What is this place like?                  Why is this place like this?                  Why is this place here and not there?                  How is this place changing?                  How do we know about this place?                  Has this place always been the same?                  How might this place change in the future?                  How is this place similar to and different from another place?</p>	

<b>EYFS coverage</b>	<b>Autumn – changes, forest, light and dark festivals and celebrations</b>		<b>Spring- new beginnings, come outside – winter, farm, people who help us, plant, minibeasts</b>		<b>Summer – Ticket to ride – summer , space seaside under the sea</b>	
	Changes All About Me – Playtime rhymes Where is my Classroom - Bear Hunt Forest & Woodland – Gruffalo Autumn	Light & Dark Bonfire Night – Senses poetry Light & Dark Festivals and Celebrations – Elmer’s Christmas journey	New Beginnings Toys – past and present Winter (Polar Regions) Farm – three Billy Goats Gruff People who help us – Safety week	Come Outside Spring – seasons Plants Oliver’s Veg, How to plant a seed Easter STEM - minibeasts – Hungry Cat	Ticket to Ride Vehicles and transport Space Summer Health Week	Fun at the Seaside Seaside then and now Pirates Under the Sea

	<p>Having access to simple maps of their classroom, their outside learning areas and the school grounds. Having their attention drawn to specific features within the school grounds that are both natural (physical) and man-made (Human)</p> <p>Meeting members of the school staff and find out about their role within school.</p> <p>Talking about the world around them, asking questions and finding answers. Developing their geographical knowledge and vocabulary through questioning member of staff.</p> <p>Create messy maps using a variety of resources to reflect the school and the grounds.</p> <p>Interacting with a array of real world maps,</p>	<p>Interact with a variety of real life maps along with globes. Have access to world maps where some stories are based. Have access to simple maps to draw information from.</p> <p>Meeting members of the local community and find out about how they help us.</p> <p>Talk about the world around them and find out answers by questioning adults</p> <p>Create a basic linear map using photographs to show a journey.</p> <p>Noticing seasonal changes</p> <p>Developing their geographical knowledge and vocabulary through questioning people they meet</p> <p>Having their attention drawn to specific features within the school grounds that are</p>	<p>Immerse themselves in the natural world learning about trees and plants and the animals that which visit our school.</p> <p>Using photos and stories to draw their attention to different countries and cultures.</p> <p>Noticing seasonal changes</p> <p>Travel to a local farm to meet a farmer and experience and see farm life.</p> <p>Having access to simple maps of their community</p> <p>Talk about the world around them and find out answers by questioning adults</p> <p>Having their attention drawn to specific features within the school grounds that are both natural (physical) and man-made (Human)</p>	<p>Talking about the world around them asking questions and finding out answers. Noticing seasonal changes</p> <p>Having access to simple maps of their community</p> <p>Immerse themselves in the natural world learning about trees and plants and the animals that which visit our school.</p> <p>Noticing seasonal changes</p> <p>Having their attention drawn to specific features within the school grounds that are both natural (physical) and man-made (Human)</p> <p>Use directional language</p>	<p>Travelling to a coastal beach to observe the coastal landscape Notice seasonal changes</p> <p>Talk about the world around them and find out answers by questioning adults</p> <p>Having their attention drawn to specific features within the school grounds that are both natural (physical) and man-made (Human)</p> <p>Using images and stories compare how different countries travel around.</p> <p>Make simple maps and use directional language using BeeBots and maps.</p>	<p>Using the text the Big Blue Whale look at a country/ ocean that whales are found using google earth and maps The Fish who could Wish (Wishing tale)</p> <p>Using photos and stories to draw their attention to the distinct features of the great barrier reef and that they can be natural and man made. Pirates Love Underpants (Quest)</p> <p>Drawing and creating their own 'pirate' maps based on the stories shared in class. Interacting with a array of real world maps, globes and atlases to locate different countries.</p> <p>Noticing seasonal changes</p> <p>Talk about the world around them and find out answers by questioning adults</p> <p>Having their attention drawn to specific features within the school grounds that are</p>
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	<p>globes and atlases to locate different countries.</p>	<p>both natural (physical) and man-made (Human) Having access to simple maps of their community</p>				<p>both natural (physical) and man-made (Human)  Having access to simple maps.  Look at different environment's using google Earth and simple maps.</p>
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EYFS	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
<p><b>Our School Grounds</b></p> <p>Do our school grounds support plant life?</p>	<p>Place</p> <p>I can understand that places can have meaning to people.</p> <p>I can understand that my classroom is part of the school.</p>	<p>Space</p> <p>I can understand that my school is in a town.</p> <p>I can understand how my classroom fits within the school.</p>	<p>Scale</p> <p>I can understand that my school is on a big school site with lots of buildings.</p>	<p>Physical and Human Processes</p> <p>I can identify human and physical features in my school grounds.</p>	<p>With support, understands that their environment is part of a larger context – zooming out and zooming in.</p> <p>With support, records simple observations in the local environment of a geographical feature – such as the weather or biodiversity in a habitat.</p> <p>I can use directional language to describe a route- able to use directional language: near and far, up and down, across.</p> <p>Begin to use the 4 points of the compass on maps, aerial photographs and in the environment with support.</p> <p>With support, I can create physical 3D maps of the local environment – classroom/school grounds (messy map)</p>

Year 1	Place Knowledge	Locational Knowledge		Physical and Human Geography
<b>The World and My School &amp; Uncovering the UK</b>  Where in the world do I live?	Place	Space	Scale	Physical and Human Processes
	I can understand that places can have meaning to people.	I can understand that the UK is split into countries and surrounding seas.	I can understand how my local area fits within the United Kingdom.  I can understand how my school fits on the street.	I can identify seasonal and daily weather patterns in the UK.  I can identify how the weather varies around the world.  I can identify human and physical features.  Understanding interconnections: Understands that their environment is part of a larger context – zooming out and zooming in.

Year 1	Physical and Human Geography	Geographical Skills and Fieldwork
<b>Investigating weather and climate</b> How can we record and measure weather phenomena?	Physical and Human Processes	Records simple observations in the local environment of a geographical feature – such as the weather  I can carry out a geographical enquiry using simple fieldwork and observational skills.  I can collect weather data using the equipment. I can record weather data.  I can present my data. I can analyse data.
	I can understand the differences between weather and climate. I can understand that the poles and equator impact the climate on the Earth. I can identify hot and cold areas of the world in relation to the poles and the equator.	

Year 2	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
<b>Taunton (My Local Area and Tulum, Mexico)</b>  What are the similarities and differences between my town and Tulum, Mexico?	Place	Space	Scale	Physical and Human Processes	Cultural Awareness & Diversity	Understands the county's place within the UK and the UK's place within Europe and how Europe relates to the rest of the world geographically.  I can use atlases and globes to discover the seven continents and five oceans of the world.  I can use four compass directions and locational and directional language to describe the location of features on a map.  I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.  <i>I can begin to use a key.</i>  I can use simple fieldwork and observational skills to study the school's geography: Records observations from the local environment and presents these findings in a simple way.
	I can understand that places can have meaning	I can understand that the world has seven continents and five oceans.	I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. I understand that Mexico/Norway is a North American/European country.	I can understand that the poles and equator impact the climate on Earth. I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.	I can understand the similarities and differences between my country and other countries.	

Year 2	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
<b>Our Local Park</b> What is our local park? How do people get there?	Place	Space	Scale	Physical and Human Processes	I can use simple fieldwork and observational skills to answer geographical questions.  I can use directional language to describe a route.  I can name and use cardinal directions- 4 compass points.  Draw maps including simple pictures or symbols to represent the local environment – classroom, school, village or town.  I can collect and record simple data. I can present simple data in a chart: Records observations from the local environment and presents these findings in a simple way.
	I can understand that places can have meaning to people.	I can identify some key human and physical features of my local area.	I can understand how my local park fits within my local area.	I can understand human processes in my local area, including settlements and varied land use.  I can understand that places can have meaning to people.	

Year 3	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
<p><b>The United Kingdom</b> What are the key geographical features of the UK, and my region?</p>	<p>Place</p> <p>I can understand that places can have meaning to people.</p> <p>I can understand that people can choose to use land differently, and I can give some examples.</p>	<p>Space</p> <p>I can understand that the UK is split into countries and regions.</p> <p>I can understand that regions are split into counties.</p> <p>I understand that counties contain settlements.</p>	<p>Scale</p> <p>I understand that England, Scotland, Wales and Northern Ireland are countries in the UK.</p> <p>I can understand how my region is an area within England.</p> <p>I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets.</p>	<p>Physical and Human Processes</p> <p>I can understand that land has height.</p> <p>I can identify mountains, hills and rivers on maps.</p> <p>I understand human processes in the UK, including settlements and land use.</p> <p>I understand that land use patterns change over time.</p> <p>I can identify some key human and physical features of the UK and my region.</p>	<p>Cultural Awareness &amp; Diversity</p> <p>I can understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of identity based on where they live.</p>	<p>I can use compass points (8 compass), four-figure grid references, symbols, and keys (Able to use the 8 points of the compass, maps and aerial photographs to navigate the local environment).</p> <p>I can devise a sketch map of my local area- draw maps of a local environment including an accurately orientated compass, using symbols and a key to represent human and physical features.</p> <p>Able to identify countries studied, physical and human features on a variety of world maps, globes, atlases and digital mapping tools.</p> <p>I can identify physical features on a map. I can locate settlements on a map. I can use maps and atlases to discover the United Kingdom.</p>

Year 3	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
<b>Locality Unit</b> How can I use map skills to learn about Bristol?	Place	Space	Scale	Physical and Human Processes	Able to identify countries studied, physical and human features on a variety of world maps, globes, atlases and digital mapping tools- I can use atlases, maps and globes to locate places and describe geographical features studied.  I can use digital maps (Digimap for Schools) to observe, record and present the human and physical features in my local settlement using a sketch map.  Able to use the 8 points of the compass, maps and aerial photographs to navigate the local environment- I can use the eight points of a compass, four-figure grid references, symbols and key, to build my knowledge of my local settlement.
	I understand that places can have meaning to people and make some suggestions or examples.  I understand that people can choose to use land in different ways, depending on the land's physical geography.	I can identify the location of my settlement and region in England and the key human and physical features.  I can understand and describe human geography, including types of settlement and land use.	I can understand how my region is an area within England with different-sized settlements. I can understand that my local settlement is within a region of England, which is a country within the continent of Europe.	I can understand and describe human geography.  I understand human processes in my local settlement, including land use, types of settlements and economic activity.	

Year 3	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
<b>Land use, economic activity and travel</b> What facilities are in Bristol and how do people travel there?	Place	Space	Scale	Physical and Human Processes	Interdependence	Plan and carry out a simple fieldwork exercise involving counting and recording in the local environment and presenting findings.  I can plan a geographical enquiry using fieldwork and observational skills.  I can use digital mapping to collect data.  I can record data using tables and questionnaires.  I can present collected data using bars and charts. I can analyse data and explain what I have learnt
	I can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples.	I can understand that the UK is split into countries and regions.  I can understand that regions are split into counties.  I understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial.	I understand that hamlets, villages, towns and cities are settlements of different sizes.	I understand human processes in the UK, including settlements and land use.	I understand that UK settlements rely on different areas of land use to thrive.	

Year 4	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
<p><b>Italy</b> What are the similarities and differences between Greater London and Campania, Italy?</p>	<p>Place</p> <p>I understand that places can have meaning to people and make some suggestions or examples.</p> <p>I understand that people can choose to use land in different ways, depending on the land's physical geography.</p> <p>I can understand the similarities and differences between my region and Campania and give some examples.</p>	<p>Space</p> <p>I can identify the continents of the world.</p> <p>I can use maps to identify some of the countries of Europe and their capital cities.</p> <p>I can identify some key physical features and settlements in Campania.</p> <p>I can identify the location of my region in England and the key human and physical features.</p> <p>I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian.</p>	<p>Scale</p> <p>I can understand how my region is an area within England with different-sized settlements.</p> <p>I can understand that Campania is a region within Italy, with settlements of different sizes.</p> <p>I can understand that England and Italy are countries within the continent of Europe.</p>	<p>Physical and Human Processes</p> <p>I can understand that physical processes are the natural forces that change Earth's physical features.</p> <p>I understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy.</p> <p>I understand human processes in my region and Campania including settlements and economic activity.</p>	<p>Cultural Awareness &amp; Diversity</p> <p>I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.</p>	<p>I can use atlases, maps and globes to locate places and describe features studied- Continue to identify countries studied and physical and human features on a variety of world maps, globes, atlases and digital mapping tools.</p>

Year 4	Locational Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
<b>Investigating weather and climate</b> How can we record and measure weather phenomena?	Space	Physical and Human Processes	With support, plans own observations of a local environment and begins to analyse and interpret the findings  I can plan a geographical enquiry using fieldwork and observational skills.  I can collect weather data using a range of equipment.  I can record weather data in a variety of ways.  I can present my data using charts and graphs. I can analyse data and explain what I have learnt.
	I can identify climate zones worldwide and their relation to the equator and poles.	I can understand the differences between weather and climate and give examples.  I can explain how the equator, poles, circles and tropics affect climate.  I can give reasons for the climate and weather in the United Kingdom.  I can identify climate zones worldwide and their relation to the equator and poles.	

Year 4	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
<b>Coastal Erosion</b> What are coasts and how does coastal erosion affect them?	Place	Space	Scale	Physical and Human Processes	Interdependence	

Year 5	Place Knowledge	Locational Knowledge		Physical and Human Geography		Geographical Skills and Fieldwork
<p><b>The United States</b></p> <p>What are the similarities and differences between North West region, UK and the Western United States?</p>	<p>Place</p> <p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.</p>	<p>Space</p> <p>I can identify the location of my region in England and the key human and physical features.</p> <p>I can identify some of the countries of North America and their capital cities.</p> <p>I can identify some key settlements in the Western USA.</p> <p>I can give examples of how the landscape in the Western USA varies massively, e.g. climate zones, vegetation belts and biomes.</p> <p>I can identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA.</p> <p>I can identify the Prime/Greenwich Meridian and time zones, including day and night.</p>	<p>Scale</p> <p>I can understand how my region is an area within England, and there are counties, towns and cities within my region.</p> <p>I can understand that England is a country within the continent of Europe.</p> <p>I can understand that the USA is a country within the North American continent.</p> <p>I can understand that Western USA are regions within the USA.</p> <p>I understand that there are states, cities, and towns within the West Region of the USA.</p> <p>I can make comparisons between my country and the USA/ Brazil in terms of the size of the land and the population.</p>	<p>Physical and Human Processes</p> <p>I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle.</p> <p>I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA.</p> <p>I can understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand human processes in my region and Western USA including settlements and economic activity.</p>	<p>Cultural Awareness &amp; Diversity</p> <p>I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.</p>	<p>I can use atlases, maps and globes to locate places and describe features studied- Increasingly confident with identification of countries studied and physical and human features on a variety of world maps, globes, atlases and digital mapping tools.</p> <p>Can explain why biodiversity is important to human survival and how human actions are impacting the natural world.</p> <p>Can understand simply why different biomes and vegetation belts exist in different locations and how they relate to physical processes like rainfall and temperature.</p>

Year 5	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
<b>Rivers</b> What are the features of the River ....?	Place  I can understand that physical features are significant within the local area in which they are located.	Space  I can identify the names and locations of the five longest rivers in England.  I can identify the location of a river in my region.	Scale  I can identify key features of the River Trent basin, including the source and the mouth.  I can understand what rivers are and how they are formed.	Physical and Human Processes  I can understand that physical features are significant within the local area in which they are located.	With increasing independence, plans own observation of a local environment and draws conclusions about the geographical nature of a place- I can plan a geographical enquiry using fieldwork and observational skills. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.  Able to use 4-figure grid references to locate places on a variety of maps and aerial photographs, including Ordnance Survey maps of varied locations. Increasing automaticity with Ordnance Survey symbols to aid navigation and location – (Lakes)  Able to use 4-figure grid references to locate places on a variety of maps and aerial photographs, including Ordnance Survey maps of varied locations.  Increasing automaticity with Ordnance Survey symbols to aid navigation and location.  Able to use digital mapping software to accurately measure a studied environment and use this to create own maps.

Year 6	Place Knowledge	Locational Knowledge		Physical and Human Geography				Geographical Skills and fieldwork
<b>UK Depth Study</b> What is the economic activity of the UK and how sustainable is it?	Place	Space	Scale	Physical and Human Processes	Interdependence	Environmental Impact	Sustainable Development	Understanding interconnections
	I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.	I can identify the location of my region within England.  I can use clues to identify my region's key human and physical geographical features and landmarks.	I can understand how my region is an area within England, and there are counties, towns and cities within my region.  I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.	I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market.  I can explain how economic activity in the United Kingdom has changed over time.	I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products.  I can understand that events in other places can impact the UK.	I can outline the environmental impact caused by different economic activities in the UK.	I can use facts and evidence to judge the sustainability of economic activity in the UK.	Can explain in some detail how some global systems rely on one another in both human and physical geography – e.g. trade relationships, food, the water cycle

Year 6	Place Knowledge	Locational Knowledge		Physical and Human Geography	Geographical Skills and Fieldwork
<b>Biomes and Ecosystems</b> What trees, plants and animals are in our forest ecosystem?	Place	Space	Scale	Physical and Human Processes	Confidently able to identify countries studied and physical and human features on a variety of world maps, globes, atlases and digital mapping tools.  Able to use 6-figure grid references to locate places on a map. Able to navigate with Ordnance Survey maps and aerial photography.  Recreate accurately scaled maps of a studied setting, including co-ordinates and recognisable symbols to represent human and physical features.  Fieldwork: Pembrokeshire – rock pools- beach  Undertake a detailed observation and geographical recording of an unfamiliar location, including measurements and presentation of findings, including conclusions and evaluations-  I can plan a geographical enquiry using fieldwork and observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs.  I can analyse data and explain what I have learnt. I can use compass points and six-figures and references to build my knowledge of the world.
	I can understand that physical features are significant within the local area in which they are located.	I can name biomes and vegetation belts that are found across the world.  I can name the biomes and ecosystems found in the UK.  I can identify the location of the New Forest.	I can understand that you can find different ecosystems, vegetation belts and biomes within countries.	I can understand how the climate impacts the landscape through biomes and vegetation belts.  I can understand what animals, plants and habitats can be found in a woodland ecosystem in the UK.	