

KS1 National Curriculum		Year 1	Year 2
Locational Knowledge	Name and locate the world's seven continents and five oceans		Term 2 – Where is water in the world? (Lead state) Term 4 – How do plants grown near me? (Supporting state) Term 5 – How have boats changed over time? (Supporting state) Term 6 – What is home? (Supporting state)
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Term 6 - What is it like to live in the UK? (Lead state)	Term 2 – Where is water in the world? (Lead state) Term 5 – How have boats changed over time? (Supporting state) Term 6 – What is home? (Supporting state)
Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		Term 2 – Where is water in the world? (Lead state)
Human and Physical Geography	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Term 1 – How does Greentrees change? (Supporting state)	Term 2 – Where is water in the world? (Lead state) Term 4 – How do plants grown near me? (Supporting state)
	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Term 2 – Where is water near me? (Lead state) Term 4 – What grows near me? (Supporting state) Term 6 - What is it like to live in the UK? (Lead state)	Term 2 – Where is water in the world? (Lead state) Term 6 – What is home? (Supporting state)
	Use basic geographical vocabulary to refer to: key human features, including: city, town,	Term 2 – Where is water near me? (Lead state) Term 4 – What grows near me?	Term 2 – Where is water in the world? (Lead state) Term 5 – How have boats changed over time?

	village, factory, farm, house, office, port, harbour and shop	(Supporting state)	(Supporting state)
Geographical skills and Fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Term 6 - What is it like to live in the UK? (Lead state)	Term 2 – Where is water in the world? (Lead state) Term 4 – How do plants grown near me? (Supporting state) Term 5 – How have boats changed over time? (Supporting state) Term 6 – What is home? (Supporting state)
	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Term 2 – Where is water near me? (Lead state)	Term 2 – Where is water in the world? (Lead state) Term 5 – How have boats changed over time? (Supporting state) Term 6 – What is home? (Supporting state)
	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Term 2 – Where is water near me? (Lead state)	Term 4 – How do plants grown near me? (Supporting state) Term 5 – How have boats changed over time? (Supporting state) Term 6 – What is home? (Supporting state)
	use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Term 2 – Where is water near me? (Lead state)	Term 2 – Where is water in the world? (Lead state) Term 6 – What is home? (Supporting state)

KS2 National Curriculum		Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North	Term 1 – Why are plants so important to humans? (Supporting state) Term 2 – How does the UK use the water we have?	Term 2 – Where does our water come from? (Lead state) Term 3 – Why do we live here?	Term 2 – What is the impact of too little water? (Lead state) Term 4 – Where does our food really come from?	Term 2 – Is too much water a problem for all? (Lead state) Term 3 – Where will we live in the future?

	and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	(Lead state) Term 5 – What can we learn from ancient civilisations? (Supporting state)	(Supporting state) Term 6 – How does history connect us? (Supporting state)	(Lead state) Term 6 – Who is trading with whom? (Supporting state)	(Supporting state) Term 4 – What happens when we do not have enough food? (Supporting state) Term 5 – How are the clothes we wear impacting our planet? (Lead state) Term 6 – What connects us all? (Supporting state)
	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Term 2 – How does the UK use the water we have? (Lead state)	Term 2 – Where does our water come from? (Lead state) Term 3 – Why do we live here? (Supporting state) Term 6 – How does history connect us? (Supporting state)	Term 4 – Where does our food really come from? (Lead state) Term 6 – Who is trading with whom? (Supporting state)	Term 4 – What happens when we do not have enough food? (Supporting state) Term 5 – How are the clothes we wear impacting our planet? (Lead state)
	identify the position and significance of: latitude and longitude		Term 3 – Why do we live here? (Supporting state)	Term 1 – What does space tell us about life on Earth? (Supporting state) Term 4 – Where does our food really come from? (Lead state)	
	Equator, Northern Hemisphere, Southern Hemisphere	Term 1 – Why are plants so important to humans? (Supporting state)	Term 3 – Why do we live here? (Supporting state)		Term 6 – What connects us all? (Supporting state)
	the Tropics of Cancer and Capricorn	Term 1 – Why are plants so important to humans?	Term 3 – Why do we live here?		Term 6 – What connects us all? (Supporting state)

		(Supporting state)	(Supporting state)		
	Arctic and Antarctic Circle	Term 1 – Why are plants so important to humans? (Supporting state) Term 1 – Where does darkness come from? (Supporting state)	Term 3 – Why do we live here? (Supporting state)		
	the Prime/Greenwich Meridian and time zones (including day and night)		Term 3 – Why do we live here? (Supporting state)	Term 1 – What does space tell us about life on Earth? (Supporting state)	
Place Knowledge	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			Term 2 – What is the impact of too little water? (Lead state)	Term 2 – Is too much water a problem for all? (Lead state)
Human and Physical Geography	describe and understand key aspects of physical geography, including: climate zones	Term 1 – Why are plants so important to humans? (Supporting state)		Term 2 – What is the impact of too little water? (Lead state)	
	biomes and vegetation belts	Term 1 – Why are plants so important to humans? (Supporting state)			Term 6 – What connects us all? (Supporting state)
	rivers	Term 2 – How does the UK use the water we have? (Lead state) Term 5 – What can we learn from ancient civilisations?	Term 2 – Where does our water come from? (Lead state)	Term 2 – What is the impact of too little water? (Lead state)	Term 2 – Is too much water a problem for all? (Lead state)

		(Supporting state)			
	mountains,		Term 2 – Where does our water come from? (Lead state)	Term 2 – What is the impact of too little water? (Lead state)	
	volcanoes and earthquakes				Term 3 – Where will we live in the future? (Supporting state)
	the water cycle		Term 2 – Where does our water come from? (Lead state)	Term 2 – What is the impact of too little water?	Term 2 – Is too much water a problem for all? (Lead state)
	describe and understand key aspects of human geography, including: types of settlement and land use.	Term 1 – Why are plants so important to humans? (Supporting state) Term 2 – How does the UK use the water we have? (Lead state)	Term 3 – Why do we live here? (Supporting state)	Term 4 – Where does our food really come from? (Lead state) Term 5 – How are you helping to save the planet? (Lead state)	Term 3 – Where will we live in the future (Supporting state) Term 4 – What happens when we do not have enough food? (Supporting state)
	economic activity including trade links			Term 6 – Who is trading with whom? (Supporting state)	Term 4 – What happens when we do not have enough food? (Supporting state) Term 5 – How are the clothes we wear impacting our planet? (Lead state)
	distribution of natural resources including energy, food, minerals and water	Term 2 – How does the UK use the water we have? (Lead state)	Term 2 – Where does our water come from? (Lead state)	Term 2 – What is the impact of too little water? (Lead state) Term 4 – Where does our food really come from? (Lead state)	Term 2 – Is too much water a problem for all? (Lead state) Term 4 – What happens when we do not have enough food? (Supporting state)

				Term 5 – How are you helping to save the planet? (Lead state)	
Geographical skills and Fieldwork	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Term 2 – How does the UK use the water we have? (Lead state) Term 5 – What can we learn from ancient civilisations? (Supporting state)	Term 3 – Why do we live here? (Supporting state) Term 6 – How does history connect us? (Supporting state)	Term 2 – What is the impact of too little water? (Lead state) Term 5 – How are you helping to save the planet? (Lead state) Term 6 – Who is trading with whom? (Supporting state)	Term 2 – Is too much water a problem for all? (Lead state) Term 5 – How are the clothes we wear impacting our planet? (Lead state)
	use the eight points of a compass, to build their knowledge of the United Kingdom and the wider world	Term 2 – How does the UK use the water we have? (Lead state)	Term 2 – Where does our water come from? (Lead state)	Term 4 – Where does our food really come from? (Lead state)	Term 2 – Is too much water a problem for all? (Lead state)
	use the 4 figure grid references, to build their knowledge of the United Kingdom and the wider world.		Term 2 – Where does our water come from? (Lead state) Term 3 – Why do we live here? (Supporting state)	Term 2 – What is the impact of too little water? (Lead state)	Term 2 – Is too much water a problem for all? (Lead state)
	use the 6 figure grid references, to build their knowledge of the United Kingdom and the wider world			Term 4 – Where does our food really come from? (Lead state)	Term 2 – Is too much water a problem for all? (Lead state)
	use symbols and a key (including the use of Ordnance Survey maps) to build their knowledge of the	Term 2 – How does the UK use the water we have? (Lead state) Term 6 – How does science connect us all?	Term 2 – Where does our water come from? (Lead state) Term 3 – Why do we live here?	Term 4 – Where does our food really come from? (Lead state)	Term 2 – Is too much water a problem for all? (Lead state) Term 5 – How are the clothes we wear impacting our planet?

	United Kingdom and the wider world.	(Supporting state)	(Supporting state)	Term 5 – How are you helping to save the planet? (Lead state)	(Lead state)
	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.	Term 2 – How does the UK use the water we have? (Lead state) Term 6 – How does science connect us all? (Supporting state)	Term 2 – Where does our water come from? (Lead state) Term 3 – Why do we live here? (Supporting state)	Term 2 – What is the impact of too little water? (Lead state) Term 4 – Where does our food really come from? (Lead state) Term 5 – How are you helping to save the planet? (Lead state) Term 6 – Who is trading with whom? (Supporting state)	Term 2 – Is too much water a problem for all? (Lead state) Term 3 – Where will we live in the future? (Supporting state)