

Geographical Strand	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Geographical knowledge</b>							
<b>The UK and the local area</b>	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	G.1.1.3.a. The child can use an atlas to <b>name</b> and <b>locate</b> on a map the four countries and capital cities of the United Kingdom.  G.1.1.3.b. The child can <b>observe</b> about the local area and name key landmarks, e.g. the nearest local green space.	G.1.1.4.a. The child can <b>name, locate</b> and <b>identify characteristics</b> of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. <b>Can identify on a range of maps.</b>  G.1.1.4.b. The child can <b>observe</b> and <b>categorise</b> the local area, and name and locate key landmarks. <b>The child can know the local area and its physical and human geography.</b>	G.2.1.2. The child can <b>describe</b> where the UK is located, and <b>name</b> and <b>locate</b> its four countries and some counties; <b>locate</b> where they live in the UK. The child can <b>categorise</b> continents, countries, counties, cities/where you live. The child can <b>locate</b> the UK's major urban areas; <b>locate</b> some physical environments in the UK.	G.2.1.3. The child can <b>summarise</b> where the UK is located, and <b>name</b> and <b>locate</b> some major urban areas; <b>locate</b> where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. The child can locate and <b>explain</b> some human and physical characteristics of the UK. <b>The child can locate and describe several contrasting physical environments.</b>	G.2.1.6. The child can <b>locate, describe</b> and <b>evaluate</b> the importance of some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. The child can <b>locate</b> the UK's regions and major cities.	G.2.1.7. The child can <b>locate</b> and <b>describe</b> several physical environments in the UK, e.g. coastal and mountain environments, and how they change <b>making reasoned judgements and make informed conclusions.</b> The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. The child can recognise broad land-use patterns of the UK and make appropriate <b>hypothesise.</b> <b>The child can locate and describe a range of Contrasting physical environments</b>
<b>The World and Continents</b>	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge	G.1.2.2. The child can <b>recognise</b> and <b>identify</b> some continents and oceans on a globe or atlas.	G.1.2.3. The child can <b>recognise, identify</b> and locate the seven continents and five oceans on a globe or atlas. <b>The child can describe and categorise the relative locations of the continents and oceans to the equator and North and South Poles.</b>	G.2.2.3.a. The child can <b>recognise</b> and <b>describe</b> countries in Europe and North and South America on a map or atlas. The child can <b>describe</b> some European and North and South American cities using an atlas.	G.2.2.4 a. The child can <b>locate</b> some countries in Europe and North and South America on a map or atlas. The child can <b>synthesise</b> information about continents, countries, states, cities. <b>Identify</b> states in North America using a map.	G.2.2.7.a. The child can <b>locate</b> some major cities and countries of Europe and North and South America on physical and political maps. The child can <b>describe and make informed conclusions about</b> some key physical and human characteristics	G.2.2.8.a. The child can locate cities, countries and regions of Europe and North and South America on physical and political maps. The child can describe key physical and human characteristics and environmental regions of Europe and

	<p>from stories, non-fiction texts and – when appropriate – maps.</p>			<p>G.2.2.3.b. The child can use a globe and map to <b>identify</b> the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p>	<p><b>The child can locate most countries in Europe and North and South America using an atlas.</b>  G.2.2.4 b. The child can <b>identify</b> the position of the Prime/Greenwich Meridian and <b>explain</b> the significance of latitude and longitude. <b>The child can identify</b> the position of the Equator, Northern Hemisphere and Southern Hemisphere and <b>explain</b> the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p>	<p>of Europe and North and South America.  G.2.2.7.b. The child can <b>locate</b> places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</p>	<p>North and South America. <b>The child can locate places and regions of Europe and North and South America and can Evaluate and make informed conclusions</b> the distinct characteristics of some regions.  <b>The child can describe, compare and contrast</b> key physical and human characteristics, and environmental regions of Europe and North and South America.  G.2.2.8.b. The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and <b>apply</b> this to their time zone, climate, seasons and vegetation making <b>reasoned judgements</b> and <b>hypothesise</b>. <b>The child can locate places studied in relation to the Equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</b></p>
<p><b>Geographical Understanding</b></p>							

<p>Physical Themes</p>		<p>G.1.3.3.a. The child can talk about the day-to-day weather and some of the features of the seasons in their locality. The child can show awareness that the weather may vary in different parts of the UK and in different parts of the world.</p> <p>G.1.3.3.b. The child can talk about a natural environment, naming its features using some key vocabulary.</p>	<p>G.1.3.4.a. The child can identify seasonal and daily weather patterns in the United Kingdom. The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. <b>G.1.3.5.a. The child can talk confidently about how seasons change throughout the year and characteristic weather associated with those seasons. The child can describe the pattern of hot or cold areas of the world and relate these to the position of the Equator and the Poles.</b></p> <p>G.1.3.4.b. The child can recognise a natural environment and describe it using key vocabulary.</p> <p><b>G.1.3.5.b. The child can recognise different natural environments and describe them using a range of key vocabulary.</b></p>	<p>G.2.3.3.a. The child can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.</p> <p>G.2.3.3.b. The child can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. The child can describe the water cycle using simple vocabulary, and name some of the processes associated with rivers and mountains.</p>	<p>G.2.3.4.b. The child can use simple geographical vocabulary to describe significant physical features and talk about how they change. The child can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. <b>G.2.3.5.b. The child can:</b></p> <ul style="list-style-type: none"> <li>• describe several physical features and how they change.</li> <li>• describe and name the key landscape features of river and mountain environments in the UK.</li> <li>• explain the water cycle in appropriate geographical language.</li> <li>• describe some of the processes associated with rivers and mountains.</li> </ul> <p>G.2.4.3. The child can identify and sequence a range of settlement sizes from a village to a city. The child can describe the characteristics of settlements with different functions, e.g. coastal towns. The child can use appropriate vocabulary to describe the mainland uses within urban areas and identify</p>	<p>G.2.3.7.a. The child can understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest. The child can understand that animals and plants are adapted to the climate. The child can understand our food is grown in many different countries because of their climate. G.2.3.7.b. The child can describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a mountain region and how it was formed.</p>	<p>G.2.3.8.a. The child can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. The child can describe what the climate of a region is like and how plants and animals are adapted to it. The child can understand how food production is influenced by climate. <b>G.2.3.9.a. The child can understand how climate and vegetation are connected in a range of biomes, e.g. the tropical rainforest, a hot desert, the Arctic.) The child can explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it. The child can relate climate to food production.</b></p> <p>G.2.3.8.b. The child can describe and understand a range of key physical processes and the resulting landscape features. The child can understand how a mountain region was formed. G.2.3.9.b. The child can describe and understand some key physical processes and the resulting</p>
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