

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Local Area and United Kingdom</p> <ul style="list-style-type: none"> To find our school on a local map To recognise local landmarks around our school on a map To find Northampton/Milton Keynes on a map of the United Kingdom To name the four countries and capital cities of the United Kingdom and locate them on a map, globe and atlas To name some of the main towns and cities in the United Kingdom and locate them on a map Name and locate key topographical features of the UK including hills, mountains, coasts and rivers 	<p>United Kingdom</p> <ul style="list-style-type: none"> To describe our location in relation to other places using direction (it is North of X, it is South of Y etc.) To name the seas surrounding England, Wales, Scotland and Ireland and locate them on a map, globe and atlas. <p>Europe</p> <ul style="list-style-type: none"> To locate at least 5 European countries on a map and in an atlas and name their capital cities including Ireland (Dublin), France (Paris), Spain (Madrid), Italy (Rome) and Germany (Berlin) <p>The World</p> <ul style="list-style-type: none"> To name the 7 continents of the world and locate them on a map To name the world's 5 oceans and locate them on a map To identify the UK and the countries where members of the class come from on a map of the world To describe a place outside Europe using geographical words (referring to physical and human geographical vocabulary) To identify the position and significance of the Equator To identify the position and significance of the North and South Poles 	<p>United Kingdom</p> <ul style="list-style-type: none"> To name and locate the main towns and cities in/around Northampton and Milton Keynes <p>Europe</p> <ul style="list-style-type: none"> To locate at least 10 European countries on a map and in an atlas and name their capital cities including Netherlands (Amsterdam), Belgium (Brussels), Portugal (Lisbon), Russia (Moscow), Switzerland (Bern), Austria (Vienna), Poland (Warsaw) and Iceland (Reykjavik) <p>Asia and Oceania</p> <ul style="list-style-type: none"> To locate at least 5 countries from Asia and Oceania on a map and in an atlas and name their capital cities including Australia (Canberra), New Zealand (Wellington), China (Beijing), India (New Delhi), Japan (Tokyo) <p>The World</p> <ul style="list-style-type: none"> To identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere 	<p>United Kingdom</p> <ul style="list-style-type: none"> To name and locate at least 8 counties in England and locate them on a map To name and locate at least 10 cities in the UK on a map including the four capitals. <p>Europe</p> <ul style="list-style-type: none"> To name at least 15 capital cities of countries in Europe (including Russia) and locate them on a map and in an atlas <p>The World</p> <ul style="list-style-type: none"> To identify the position and significance of the Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle To identify climate Zones; polar, temperate and tropical To name and locate major deserts on a map of the world To name and locate major rainforests on a map of the world 	<p>North and South America</p> <ul style="list-style-type: none"> To name a number of countries from North and South America, locate them on a map and in an atlas and name their major cities. Identify the main environmental regions in North and South America, key physical and human characteristics, and major cities and landmarks <p>The World</p> <ul style="list-style-type: none"> To identify the position and significance of lines of longitude and the prime/Greenwich Meridian. Linking with Science, time zones, day and night. To name and locate many of the world's most famous mountainous regions on a world map and in an atlas. (including; Himalayas, Andes, Alps, Rocky Mountains, Atlas Mountains, Great Dividing Range) To name and locate many of the world's most famous rivers on a world map and in an atlas. (Including Amazon, Nile, Ganges, Mississippi, Danube, Yangtze, Mekong, Volga, Thames, Zambezi) 	<p>Africa</p> <ul style="list-style-type: none"> To name a number of countries from Africa, locate them on a map and in an atlas and name their major cities. Identify the main environmental regions in Africa, key physical and human characteristics, and major cities and landmarks <p>The World</p> <ul style="list-style-type: none"> To name and locate cities and key physical features of significant places internationally To justify the value of their local to world locational knowledge, recognising the significance of key places and features
Place Knowledge	<ul style="list-style-type: none"> Name, describe and compare familiar places Understand about changes to their local environment. Describe different landscapes and environments to explore feelings about places (sense of place). Develop contextual knowledge of constituent countries of the United Kingdom including different physical and human landscapes; population characteristics, cultural features; farming products; processes of industrial growth 	<ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a Northampton/Milton Keynes and Kandy in Sri Lanka To understand geographical similarities and differences between villages, towns and cities 	<ul style="list-style-type: none"> To develop contextual knowledge of the location of globally significant volcanic eruptions To develop contextual knowledge of the location of globally significant earthquakes 	<ul style="list-style-type: none"> To understand geographical similarities and differences through the study of the physical geography of Lake District and Northampton/Milton Keynes To understand geographical similarities and differences through the study of the climate and environmental regions in Brazil. 	<ul style="list-style-type: none"> To understand geographical similarities and differences through the study of the course of the Mississippi and Severn rivers To explain how a location fits into its wider geographical location with reference to human and economical features To describe and compare different types of settlements and land use. 	<ul style="list-style-type: none"> To compare the resources of different places and understand that different places import and export different goods. To learn about the conditions of places and populations practicing Fairtrade. To recognise the impact of geography on what a country exports to other countries
Human & Physical Geography	<p>Weather and Climate (Science and Geography)</p> <ul style="list-style-type: none"> To keep a weather chart and answer questions about the weather. To explain how the weather changes throughout the year and name the seasons. To explain the differences between weather and climate <p>Use basic geographical vocabulary to refer to: Key physical features including; forest, hill, mountain, soil, valley Key human features including; city, town, village, farm, house, shop</p> <p>Describe and understand key aspects of the physical and human geography by looking at landmarks and land use across the country.</p>	<p>To explain the services that a village, town and city may need and give reasons.</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>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 Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>To name the layers of the earth's structure (Inner core, outer core, lower mantle, upper mantle, crust)</p> <p>Volcanoes</p> <ul style="list-style-type: none"> To name and locate some of the world's most famous volcanoes To describe how volcanoes are created. To describe the effects of a volcano erupting <p>Earthquakes</p> <ul style="list-style-type: none"> To name and locate some of the world's most famous earthquakes To describe how earthquakes are created. To describe the effects of an earthquake 	<p>Environmental Regions</p> <ul style="list-style-type: none"> To locate on a world map area of similar environmental region; including desert, rainforest and temperate Describe and understand key aspects of Physical geography, including climate zones, biomes and vegetation belts (link to locational knowledge of deserts and rainforests) Recognise different Biomes including Equatorial Rainforests, Tropical Savannah, Hot Desert, Temperate Deciduous Forest, Tundra 	<p>Rivers</p> <ul style="list-style-type: none"> To describe and understand key aspects of the water cycle. To explain the course of a river including geographical vocabulary such as; river basin, source, tributary, water shed, flood plains, confluence, estuary, delta, mouth To explain why people are attracted to live by rivers. <p>Settlements and Migration</p> <ul style="list-style-type: none"> To describe different types of settlements and land use. Including mapping of Northampton/Milton Keynes to show different land use over time including residential, manufacturing, green, commercial etc. To explain how a location fits into its wider geographical location with reference to human and economical features. To recognise some of the causes and impact of migration 	<p>Economic Activities including Trade Links</p> <ul style="list-style-type: none"> To describe and understand key aspects of human geography, including economic activity and trade links To describe and understand key aspects of the distribution of natural resources including energy, food minerals and water. <p>To investigate and report on an environmentally significant issue from the 17 sustainable development goals, using a range of sources</p>

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Geographical Skills and Fieldwork	Fieldwork	<ul style="list-style-type: none"> Explore, observe and discuss the school and grounds, noting weather, seasonal and other changes and suggesting improvements Visit a nearby area and observe the features along the route taken and at the site visited (park/playground/shops etc) 	<ul style="list-style-type: none"> Examine and investigate the school building, grounds, local streets and aspects of the local area, including its natural, managed and built environment, including its weather. 	<ul style="list-style-type: none"> Examine and investigate the school building, grounds, local streets and aspects of the local area, including its natural, managed and built environment, including its weather. 	<ul style="list-style-type: none"> Develop an understanding of the physical, human and environmental geography of the school's grounds and local area, including its weather. 	<ul style="list-style-type: none"> Investigate the physical, human and environmental geography of the school's grounds and local area, including its weather. 	<ul style="list-style-type: none"> Examine in detail, as appropriate, aspects of the school's grounds, and develop further their investigations in the physical, human and environmental geography of the local area, including its weather and climate. 	
		<ul style="list-style-type: none"> To make simple observations. To use a photo, video or audio taken by an adult as evidence of what they have seen. To draw a simple sketch map showing key features of the school, its grounds and surrounding environments. To work in a group with an adult to ask questions about the school, its grounds and surrounding environment. To measure using simple words and frequency recording. To reach a simple conclusion to the fieldwork question or prediction. 	<ul style="list-style-type: none"> To observe, name and discuss selected aspects of the local environment. To use a camera, video or audio to gather evidence of what they have seen. To draw a sketch map with labels showing key features of the school, its grounds and surrounding environments. To ask trusted and familiar adults prepared questions about the school, its grounds and surrounding environments. To measure using a guided tally and standard units such as minutes and metres. To reach a simply described conclusion to a fieldwork question or prediction. 	<ul style="list-style-type: none"> To make links to different observations in the local area. To use a camera, video or audio to gather appropriate data. To draw a sketch map with simple annotations showing human and physical features of the local area. To measure accurately using a tally and standard units. To identify benefits and limitations of data collection methods. To present data and findings simply using maps, graphs and digital technologies. To reach a thoroughly described conclusion to the fieldwork question or prediction. 	<ul style="list-style-type: none"> To make clear links between different observations in the local area. To draw a sketch map with relatively sized features and annotations showing human and physical features of the local area. To measure using simple instruments, digital technologies and can measure more than one aspect at once. To present data and findings using maps, graphs and digital technologies to show a clear enquiry route from teacher-led question to child-led conclusion. To reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction. 	<ul style="list-style-type: none"> To make clearly explained links between observations in the local area. To measure human and physical features in the local area using a range of appropriate instruments. To devise and ask questions using geographical vocabulary to recognise that others may think differently To simply justify data collection methods. To independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion. To reach a described and explained conclusion to the fieldwork question or prediction that is backed up with evidence. 	<ul style="list-style-type: none"> To make clearly explained links between observations in the local area and the wider world to identify patterns. To devise and ask questions using geographical vocabulary and make notes during the interview to express own opinions and recognise why others may have different points of view. To independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child-led question to child-led conclusion. To reach a described and explained conclusion to the fieldwork question or prediction that is backed up with data and evidence. 	
	Map Skills	Using and interpreting	<ul style="list-style-type: none"> To know that maps give information about the world (where and what?) To use a simple map to move around the school To follow a route on a prepared map To recognise local landmarks in photographs To visit local landmarks in real life (where possible) To use aerial photographs to identify local landmarks To identify local landmarks on a simple map 	<ul style="list-style-type: none"> To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features To recognise simple features on maps such as buildings, roads and fields. To use maps to talk about everyday life (e.g. where they live, journey to school, where places are in a locality) To begin explaining why places are where they are 	<ul style="list-style-type: none"> To compare maps with aerial photographs To locate photos of features on maps To use oblique and aerial views To make and use simple route maps To follow a route on a map with some accuracy (e.g. whilst orienteering) To explain what places are like using maps at a local scale To use index and contents page of atlas 	<ul style="list-style-type: none"> Relate maps to each other and to vertical aerial photographs To use large scale maps outside Follow a route on a large-scale map To use maps at more than one scale To recognise some patterns on maps and begin to explain what they show To use thematic maps 	<ul style="list-style-type: none"> To select a map for a specific purpose. (E.g. atlas to find Taiwan, OS map to find local village.) To begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) To recognise that contour lines show height and slope To follow a route on 1:50 000 Ordnance Survey map 	<ul style="list-style-type: none"> To know that purpose, scale, symbols and style are related To appreciate different map projections. To interpret distribution maps and use thematic maps for information To describe and interpret relief features To use thematic maps for specific purposes
		Position & Orientation	<ul style="list-style-type: none"> To describe simple features and routes on a basic map using locational and directional language starting with near and far, left and right. 	<ul style="list-style-type: none"> To use simple compass points (North, South, East and West) to describe the location of features and routes on a map To know which direction N is on an Ordnance Survey map. 	<ul style="list-style-type: none"> To use 2 figure grid references to locate features on a map 	<ul style="list-style-type: none"> To use the 8 compass points to describe the location of features and routes on a map To use 4-figure grid references to locate features on a map 	<ul style="list-style-type: none"> To begin to understand contour lines To align a map with a route 	<ul style="list-style-type: none"> To use 6-figure grid references to locate features on a map To use latitude and longitude in an atlas or globe
		Drawing	<ul style="list-style-type: none"> To devise a simple map (real or imaginary) for example freehand route maps, playground layout, places in stories etc. and use and construct basic symbols in a key (own and class agreed) 	<ul style="list-style-type: none"> To draw a simple map and use agreed realistic (in line with Ordnance Survey) symbols to make a simple key 	<ul style="list-style-type: none"> To make a map of a short route with features in the correct order To give maps a key with encountered OS symbols To give maps a title to show their purpose 	<ul style="list-style-type: none"> To make a map of small area with features in the correct places To give maps a key with encountered OS symbols 	<ul style="list-style-type: none"> To make a plan for example, garden, play park; with scale 	<ul style="list-style-type: none"> To draw thematic maps for example, local open spaces Draw a variety of thematic maps based on own data.
		Symbols	<ul style="list-style-type: none"> To use symbols on maps (own and class agreed) To know that symbols have a specific meaning on a map Recognise Ordnance Survey symbols on a map 	<ul style="list-style-type: none"> To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression) To understand why a map needs a key 	<ul style="list-style-type: none"> To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression) 	<ul style="list-style-type: none"> To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression) 	<ul style="list-style-type: none"> To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression) 	<ul style="list-style-type: none"> To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression)
		Perspective and Scale	<ul style="list-style-type: none"> To draw around objects to make a plan To look down on objects and make a plan (e.g. n a desk or from a high window) To use relative vocabulary (e.g. bigger/smaller, near/far) 	<ul style="list-style-type: none"> To begin to spatially match places (e.g. recognise the UK on a small scale and larger scale map) To know that when you 'zoom in' you see a smaller area in more detail 	<ul style="list-style-type: none"> To begin to match boundaries (E.g. find same boundary of a country on different scale maps.) To use maps and aerial views to help me talk about for example, views from high places To draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on) 	<ul style="list-style-type: none"> To make a simple scale plan of room for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm² = 1m² To use the scale bar to estimate distance To use the scale bar to calculate some distances To relate measurement on maps to outdoors (using paces or tape) 	<ul style="list-style-type: none"> To use models and maps to talk about contours and slope To use a scale bar on all maps To use a linear scale to measure rivers To describe height and slope using maps, fieldwork and photographs 	<ul style="list-style-type: none"> To use a scale to measure distances. Draw/use maps and plans at a range of scales. To read and compare map scales To draw measured plans for example, from field data.
Digital Map Making	<ul style="list-style-type: none"> To find places using a simple name search To add simple information to maps for example, labels and markers To draw a simple route To add an image to a map 	<ul style="list-style-type: none"> To find places using a postcode or name search To draw around simple shapes and explain what they are on the map for example, houses To use the measuring tool with support to show distance for example, home to school, to the shops To zoom in and out of a map 	<ul style="list-style-type: none"> To use the zoom function to explore places at different scales To add a range of annotation labels and text to help explain features and places To add photographs to specific locations 	<ul style="list-style-type: none"> To highlight an area on a map and measure it using the Area Measurement Tool To use grid references in the search function To use the grid reference tool to record a location To highlight areas within a given radius 	<ul style="list-style-type: none"> To use maps at different scales to illustrate a story or issue To use maps to research factual information about locations and features To use linear and area measuring tools accurately 	<ul style="list-style-type: none"> To find 6-figure grid references and check using the Grid Reference Tool To combine area and point markers to illustrate a theme 		