Year group	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork
Programme of Study for KS1	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	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	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 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	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 Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map 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 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
Key question or topic	**Locational knowledge**	**Place knowledge**	**Human and physical**	**Skills and fieldwork**
Reception	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.	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. 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.	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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Explain some similarities and differences between life in this country and life in other countries using maps. Create own map of the classroom.
Year 1 **What is the geography of where I live?** **Key concepts:** Location, distribution and change.	Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe.	Observe and record geographical features of a small area of the United Kingdom.	Use Google Earth to identify physical and human geographical features of the immediate vicinity of the school.	Identify home and school on maps, atlases, globes and Google Earth. Using a range of layers in Google Earth GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school.

Year 1 **How does the Geography of Canada compare with where I live?** **Key concepts:** Similarities and differences. Human and physical.	Locate the world's seven continents and 5 oceans.	Compare and contrast physical and human features of Canada with England.	Use basic geographical vocabulary to refer to: key physical features, including: coastline, rocky mountains, Lake Superior. And identify key human features including population, economic activity and features of Calgary including shops, high rise buildings and transport.	Use aerial photographs and plan perspectives to recognise landmarks in Canada and United Kingdom. Devise map to show key landmarks.
Year 1 **How does the weather affect our lives?** **Key concepts:** Weather, climate seasons. Hot and cold climates (Sahara Desert and Antarctica).	Locate the world's seven continents and 5 oceans.	Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences.	Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices. Identify and describe the basic atmospheric elements of the weather. Observe how weather conditions change during the four season of the year and offer reasons for changes which occur.	Use globes and atlases to find countries north and south of the equator. Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles. Locate the Amazon Basin on a labelled world map, describe its typical daily weather, suggest reasons for why it's so hot and wet and explain why it's so different from the Sahara Desert and Antarctica.

Year 2 **How is the geography of Kenya different to the UK?** **Key concepts: Similarities, differences, urban, rural.**	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate Kenya and Nairobi on a map. Name and locate England and London on a map.	Compare Kenya and England's landscapes. Compare farming and trade in Kenya and England. Compare the land use of Nairobi and London.	Explore the physical features in Kenya and England. Explore human features in Kenya and England.	Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.
Year 2 **Why does it matter where my food comes from?** **Location, distribution, economic activity, trade.**		Identify and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its towns and cities.	Offer reasons and begin to explain why the weather in Devon makes it a good place for dairy farming. Compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole. Investigate fruits that are grown outside of the UK for climatic reasons. Explore how climate affects production, distribution and trade. Explain why Costa Rica is a good location for farmers to grow bananas and how exported bananas reach the United Kingdom.	Use maps, atlases and Google Earth to locate Devon and identify geographical features of the landscape. Use maps, atlases, globes to find locate Costa Rica and identify geographical features of the landscape. Identify and describe the main stages in the harvesting, packaging and export of bananas from Costa Rica to the United Kingdom.
Year 2 **Why don't penguins need to fly?** **Key concepts: Weather and climate, Antarctica, deserts.**	Name and locate the world's seven continents and five oceans.	Describe ways that the Arctic region and North Pole is similar to and different from (compare and contrast) Antarctica and the South Pole and offer reasons for such differences. Compare and contrast the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco).	Identify, recognise and describe the key geographical features of the Sahara Desert. Explain why Antarctica is a desert despite being the coldest place on Earth.	

KS 2	**Locational knowledge**	**Place knowledge**	**Human and physical**	**Skills and fieldwork**
Programme of Study KS2	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 regions, 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 hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects 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/Greenwich Meridian and time zones (including day and night)	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	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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.
Year 3 **How does the geography of Barcelona compare with the geography of England?**	Locate the world's countries using maps to focus on Europe (including Russia), North America, South America, United Kingdom. Latitude and longitude Northern and Southern Hemisphere and time zones.	Identify similarities and differences between physical features and human features in Barcelona and London.	Identify daily weather patterns, hot and cold climates.	Use maps, atlases, globes to locate Barcelona. Create city map with symbols and key.
Year 3 **How and why is my local area changing?** **Location, distribution and change (physical and human)**	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. Identify physical features of Cumbria (rivers, lakes and mountains) and human features of Newham (redevelopment for London 2012 Olympic Games).	Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development.	Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life. Identify human and physical geographical features in Cumbria (river, mountains, settlements).	Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale. Identify and explain specific examples of change from NASA images of locations around the world.

Year 3 **Why are jungles so wet and deserts so dry?** **Key concepts: Weather, Climate, Living things.** **Building on weather from Year 1.**	Locate North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world.	Use data to construct a climate graph and compare and contrast the weather in the UK with climate graphs of other locations to reach conclusions and make judgements.	Identify, describe and begin to offer reasons for the distribution of different types of climate around the world. Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world. Understand how climate affects both the landscape of different biomes and the plants and animals that can live there.	Observe, measure and record temperature and rainfall in the United Kingdom. Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall.
Year 4 **Beyond the Magic Kingdom, what is the sunshine state really like?** **Key Concepts: Climate, economic activity, environmental management, tourism, sustainability.**	Identify key human and physical characteristics of North America. Focus on the human and physical characteristics in the region of Florida, USA.	Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida. Explore the historical significance of the Maya civilisation. Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the Magic Kingdom from countries around the world.	Climate zones Settlement and land use Economic activity and trade. Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hour. Identify, describe and explain how hurricanes form and why they present such a threat to the people of Florida and understand the range of ways in which residents take measures to protect themselves and property from potential damage.	Maps, atlases, globes and digital/computer mapping. Create a map for tourists to show significant landmarks using compass directions, symbols and a key. Recognise the key human and physical features and features of the Kennedy Space Centre in Florida and explain the geographical reasons for its location.

Year 4 **Why do some earthquakes cause more damage than others?** **Key concepts: Earthquakes, volcanoes, tectonic plates.**	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/Greenwich Meridian and time zones.	Compare and contrast. Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world.	Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction. Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand.	Use maps, atlases, globes and digital/computer mapping to locate New Zealand and recognise the effects of the Christchurch earthquake of 2011.
Year 4 **How can we live more sustainably?** **Key concepts: Sustainability, climate change, conservation.**	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 . Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing.		Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Develop an understanding of how individuals and communities can contribute to creating a sustainable future. Understand in basic terms how solar panels and wind turbines generate electricity. Explain how electricity is generated in hydroelectric power station.	Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable.

Year 5 **Rainforests – The Amazon Rainforest case study**	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 regions, key physical and human characteristics, countries, and major cities.	Compare and contrast the Amazon rainforest with Sherwood forest in the United Kingdom.	Explain the key aspects of a rainforest climate. Identify animals and plants living in the rainforests (emergent layer, canopy layer, understorey layer, forest floor). Explore the effects humans are having on rainforests. Understand the reasons for deforestation and why it is an increasing problem in the Amazon rainforest.	Use maps to track changes caused by deforestation.
Year 5 **Why are mountains so important?** **Key concepts: Biome, plate tectonics, rock types, erosion, carbon footprint, sustainability.**	Europe including Russia. North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Describe the location of the largest ranges of mountains in the world and the countries that they cover.	Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountain.	Mountains Natural resources. Demonstrate that they understand how fossils form. Explain how the movement of plates of the Earth's crust can form ranges of fold mountains.	Use maps to reflect upon, evaluate expedition of Mount Everest. Identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps.
Year 5 **How do volcanoes affect the lives of people?** **Key concepts Volcanoes, climate, economic trade.**	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 regions, key physical and human characteristics, countries, and major cities. Identify Heimay on the Westman Islands, Iceland.	Compare and contrast the physical and human geography of Westman Islands with the United Kingdom.	Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey.	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 **What is a river?**	Europe including Russia United Kingdom Latitude and longitude Northern and Southern Hemisphere Rivers in United Kingdom, China and Bangladesh.	A region of the United Kingdom.	Rivers and the water cycle Natural resources. Offer reasons to explain why the course of a river changes as it flows from higher to lower ground. Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife.	Maps, atlases, globes and digital/computer mapping; Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river. Use a range of fieldwork techniques to measure, record and present and explain changes along a section of the River Thames and to reach a conclusion as to whether it constitutes a healthy habitat for living things.