Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human features and landmarks	● There are lots of resources and places to play in the Nursery. ● There are lots of different buildings where we live. ● Our local area has different features such as houses, roads, shops and parks. ● Notice and begin to name different man-made features in the immediate environment, including the school grounds, local streets and the place they live.	● Maps and plans are pictures or drawings of a place or journey. ● Name and talk about man-made features in the local environment, including shops, houses, streets and parks.	● Human features have been made by people and include houses, bridges and roads. ● A landmark can be made by humans or nature. They mark important places and can often be seen from far away. ● A landmark can help you find your location. ● Some landmarks, such as places of worship, provide a service for the community. Some landmarks tell us something about the past such as statues and monuments. ● Buckingham Palace, London Eye and Big Ben are examples of significant landmarks in London. ● Name and	● Human features have been made by people and include houses, bridges and roads. ● People use human features for work, travel, entertainment and living. ● Use geographical vocabulary to describe how and why people use a range of human features.	● Ancient human features include standing stones, henges, Cursus monuments and long barrows. ● Ancient human features were built as monuments, burial grounds and for religious ceremonies. ● Most human made features such as shops, houses and places of worship are located in populated settlements. ● Some human features such as supermarkets and airports are located out of populated areas and are connected by roads and railways. ● Describe the type, purpose and use of different buildings,	● Britain's railway network links major towns and cities across Britain and are sometimes linked to ferry interchanges and airports. ● Describe a range of human features and their location and explain how they are interconnected.	● Transport networks link places together and allow for the movement of people and goods. ● Transport networks are usually built where there is a high demand for the movement of people or goods. ● The journey that food travels from producer to consumer is measured in food miles. ● A motorway is a main road built for fast travel over long distances. ● In the United Kingdom motorways run north to south and east to west across the country. ● Motorways connect towns and cities and provide transport	● The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. ● Explain how humans function in the place they live.

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			describe the purpose of human features and landmarks.		monuments, services and land, and identify reasons for their location.		links between other transport networks. For example between airports or ferry ports. ● Motorways allow people and goods to move quickly around the country. ● Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.	
Settlements and land use	● A beach is a pebbly or sandy shore, especially by the sea. ● Say how two places in the immediate environment are the same or different.	● Describe a contrasting environment to their own.	● The three main types of human settlement include cities, towns and villages. ● A city is the largest type of settlement with the most houses, people, shops and other buildings. ● London is a city, the capital of England and the largest settlement in the United Kingdom. ● Identify the characteristics of a settlement.	● Tourism is an industry that helps people travel away from home for pleasure. ● Describe the size, location and function of a local industry.	● Cities are characterised by factors such as size, population, location and their physical and human features. ● There are five main types of land use including agricultural, commercial, recreational, residential and transportation. ● Describe the type and characteristics of settlement or land use in an area or region.	● A river is a natural flowing watercourse. A river can be used by humans for farming, leisure and transport. ● Rivers and lakes are used for leisure. ● A canal is a managed waterway. In Britain, canals were built during the Industrial revolution to transport raw goods. ● The use of canals declined as	● Agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral). ● An allotment is a small piece of land used to grow fruit, vegetables and flowers. ● Describe in detail the different types of agricultural land use in the UK.	● Natural resources include food, minerals (aluminium, sandstone and oil) energy sources (water, coal and gas) and water. ● Describe the distribution of natural resources in an area or country.

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						railways and roads were developed. Today, canals are mostly used for recreation and leisure. ● Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.		
Climate and weather	● In spring trees start to grow leaves and some trees grow flowers called blossom. ● Notice ways that the local environment changes during different seasons.	● Spring weather is changeable. It can be warm, cold, sunny, rainy and even snowy. ● Spring is a season. It comes after winter and before summer. ● In spring trees start to grow leaves and some trees grow blossom. ● Spring is a season. It comes after winter and before summer. ● Spring is a season associated with new life. ● Record observations about the way the local environment changes	● There are four seasons in the UK: spring, summer, autumn and winter. ● Each season has its own typical weather pattern. ● Identify patterns in daily and seasonal weather.	● Hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places. ● A temperate place is never extremely hot or extremely cold. The UK has a temperate climate. ● Describe simple weather patterns of hot and cold places.	● The weather can affect what people do, the natural and built environment. ● Explain how the weather affects the use of urban and rural environments.	● Countries in the continents of North and South America have contrasting climates, which means that the typical weather conditions can be very different. ● Explain climatic variations of a country or continent.	● Changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. ● Explain how the climate affects land use.	● Climate change can intensify natural weather events such as storms, heatwaves, floods, sandstorms and droughts to make them more extreme and more destructive. ● The poorest countries are the most vulnerable to the effects of extreme weather due to little industry, farming and money and are particularly affected by the impact of climate change. ● Developing countries often have widespread

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		throughout each season.						poverty and ineffective governments. They cannot prepare as well for extreme weather events and lack the money to recover quickly afterwards. ● Evaluate the extent to which climate and extreme weather affect how people live.
Physical Processes	● Wind and rain can affect the local environment in different ways. The wind can blow trees down and heavy rain can cause flooding. ● Notice how the wind and rain can affect the local environment.	● All types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen. ● Describe how different types of weather affect the local environment.	● Weather is a physical process. ● Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity.	● Erosion is a physical process. ● Erosion is caused by wind and water, including waves, floods, rivers and rainfall. ● Describe, in simple terms, the effects of erosion.	● Earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. ● The centre of an earthquake is called the epicentre. ● Explain the physical processes that cause earthquakes. ● Draw and explain the physical processes that cause earthquakes and volcanic eruptions.	● Water is constantly recycled through the water cycle. ● The four stages of the water cycle are: evaporation, condensation, precipitation and collection. ● Use specific geographical vocabulary and diagrams to explain the water cycle.	● Soil fertility, drainage and climate influence the placement and success of agricultural land. ● Describe how soil fertility, drainage and climate affect agricultural land use.	● The Global Climate Risk Index uses data from countries around the world to analyse which countries are most affected by extreme weather events. ● Describe the physical processes, including weather, that affect two different locations.

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical resources	● Identify simple geographical features in a photograph.	● Maps and photographs can be used to show key features of the local environment. ● Use photographs and maps to identify and describe human and physical features from their locality.	● An aerial photograph or plan perspective shows an area of land from above. ● Identify features and landmarks on an aerial photograph or plan perspective.	● An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side). ● Study aerial photographs to describe the features and characteristics of an area of land.	● Maps, globes and digital mapping tools can help to locate and describe significant geographical features. ● Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.	● An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. ● Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.	● People use map symbols, six-figure grid references and compass directions to analyse and compare places and features on Ordnance Survey and other maps. ● Analyse and compare a place, or places, using aerial photographs. atlases and maps.	● A scale on a map is written as a ratio, for example, 1cm:800km. ● Distances on maps can be measured using grid lines, the scale, a ruler, a finger, string and the scale bar. ● Use satellite imaging and maps of different scales to find out geographical information about a place.
Data Analysis	● Use small world toys, such as cars and model houses, to represent data from the locality.	● There are lots of different plants and animals that live in the local environment. ● Environments have different features. ● A beach is a pebbly or sandy shore, especially by the sea. ● Begin to collect simple geographical data during fieldwork	● Data is information. Data can be numbers or measurements. ● Collect simple data during fieldwork activities.	● Data can be recorded in different ways, including tables, charts and pictograms. ● Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).	● Primary data refers to the first hand data gathered by observation and investigation. ● Analyse primary data, identifying any patterns observed.	● Secondary data refers to second hand information gathered by reports, published surveys, maps, books and the internet. ● Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.	● Demographic and economic statistics can help geographers to draw conclusions. ● Summarise geographical data to draw conclusions.	● Data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		activities.						anomalies). ● Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.
Fieldwork	● Take part in simple fieldwork activities, such as helping to take photographs or recording simple data.	● The adults who work at school have different jobs. ● The local environment has lots of different features including rivers, roads, lakes, woods, canals and railways. ● A map is a drawing of an area that shows features, including roads, rivers, woods, parks and buildings. ● Take photographs, draw simple picture maps and collect simple data during fieldwork activities.	● Field work includes observing and collecting data (information) about people, places and natural environments. ● Carry out fieldwork tasks to identify characteristics of the school grounds or locality.	● Fieldwork can help to answer questions about the local community. ● Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.	● Geographical evidence includes facts, information and numerical data. ● Gather evidence to answer a geographical question or enquiry.	● Fieldwork can help inform and answer a geographical hypothesis. Methods that help draw conclusions about a hypothesis include surveying, studying maps, collecting and analysing numerical data. ● Investigate a geographical hypothesis using a range of fieldwork techniques.	● A geographical enquiry can help us to understand the physical geography (rivers, coasts, weather and rocks) or human geography (population changes, migration, land use, changes to inner city, urbanisation, developments and tourism) of an area and the impacts on the surrounding environment. ● Construct or carry out a geographical enquiry by gathering and analysing a range of sources.	● Fieldwork can help to answer questions about the local environment. ● Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.
Natural and human-made	● Some materials are natural and others are	● Natural materials include wood, stone and sand.	● A material is something used to build or make	● Materials found in the environment can be natural	● There are three main types of rock found in the	● Rivers transport materials in four ways.	● Farming is affected by the climate (typical	● The polar oceans are significantly colder than other

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
materials	human-made. ● Notice natural and human-made materials in the environment.	Human-made materials include metal, plastic, glass and fabric. Materials can be used to build and make things. ● Name some natural and human-made materials in the environment.	something else. Natural materials are dug out of the ground, grown or taken from a living thing. Human-made materials are often made from natural materials but have been changed to have different properties. ● Identify natural and human-made materials in the environment.	(rock, stone, water, sand, soil, water and clay) and human-made (brick, glass, plastic and concrete). ● Natural and human-made materials are used to make human features. ● Describe the properties of natural and human-made materials and where they are found in the environment.	Earth's crust. They are sedimentary, igneous and metamorphic. ● Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. ● Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. ● Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny. ● Name and describe the types, appearance and	● Solution is when minerals are dissolved and carried in the water. ● Suspension is when fine, light material is carried. ● Saltation is when small pebbles and stones are carried along the riverbed. ● *Traction is when large boulders and rocks are rolled along the riverbed. ● The properties of soil include texture, structure, porosity, chemistry and colour. ● Loam is a soil type with roughly equal amounts of sand, silt and clay particles. ● Loam is good for plant growth. ● Describe and explain the transportation of materials by rivers. ● Describe the properties of different types of soil.	weather), topography (shape of the land) and soil type of the farm's location. ● Explain how the topography and soil type affect the location of different agricultural regions.	world oceans. ● Explain how the presence of ice makes the polar oceans different to other oceans on Earth.

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					properties of rocks.			
Physical features	• Common physical features include fields, rivers and hills. • Name some physical features in the immediate environment.	• Large physical features include rivers, mountains, oceans and the coastline. • Name some common physical features in the locality and beyond.	• Physical features are made by nature. They include hills, mountains, beaches and oceans. • Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	• Physical features include beaches, stacks, cliffs, arches, rivers, lakes and woodland. • A stack is a physical feature of a coastline. • Stacks are formed when waves crash against the rocks of a cliff face. The force of the water causes the rocks to collapse, forming stacks. • Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	• A volcano is a mountain or hill with an opening in the Earth's crust that allows magma, gas and ash to reach the surface. • Volcanoes are either active, dormant or extinct. • There are four main types of volcano: shield, stratovolcano, cinder cone and lava dome. • The two types of volcanic eruption are effusive and explosive. • When an explosive eruption occurs hot air, ash and rocks rush downhill like an avalanche. This is called a pyroclastic flow and is extremely dangerous. • The Earth is made of four different layers: inner core, outer core, mantle and crust. • Describe the parts of a volcano	• Mountains are made when the Earth's tectonic plates push together, move apart or when magma underneath the Earth's crust pushes large areas of land upwards. • There are five types of mountain: fold, fault-block, volcanic, dome and plateau. • Identify, describe and explain the formation of different mountain types.	• North America is broadly categorised into six major biomes. These are the Tundra biome, Coniferous forest biome, Prairie biome, Deciduous forest biome, Desert biome, and the Tropical rainforest biome. • South America includes a broad equatorial zone in the north to a narrow sub-Arctic zone in the south. • Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.	• The six main physical features of a polar landscape are: iceburg, glacier, mountain, ice field, tundra and boreal forest. • Compare and describe physical features of polar landscapes.

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					or earthquake. ● Name and describe properties of the Earth's four layers.			
Environment	● Leaving litter can harm plants and animals. ● Show care for living things and the environment.	● Litter can be harmful to plants and animals. ● Leaving litter on beaches can harm marine life. ● Describe ways to look after the immediate environment.	● Litter and pollution have a harmful effect on the areas where we live, work and play. ● Describe how pollution and litter affect the local environment and school grounds.	● The local environment can be improved by picking up litter, planting flowers and improving amenities. ● Describe ways to improve the local environment.	● The Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. ● Identify the five major climate zones on Earth.	● The four altitudinal zones from highest to lowest are: glacier, tundra and meadow, coniferous and deciduous forest and subtropical rainforest. ● Describe altitudinal zonation on mountains.	● Climate zones are areas with distinct climates, weather patterns, latitude, plants and animals. ● Vegetation belts are areas where certain species of plant grow. ● Biomes are large areas that share similar climates, vegetation belts and animal species. They also include aquatic areas. ● Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.	● Climate change affects the water, temperature, greenhouse gases and weather of a biome. ● The four main causes of climate change are: burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock. ● Climate change affects the water, temperature, greenhouse gases and weather of a biome. ● The four main causes of climate change are: burning fossil fuels, deforestation, overpopulation and rearing livestock. ● Explain how

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
								climate change affects climate zones and biomes across the world.
Sustainability			• People can protect the environment by preserving woodlands and hedgerows, recycling and getting rid of waste carefully. • Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.	• Conservation activities include reducing, reusing and recycling, composting, saving water and saving energy. • Conservation activities protect the environment for people in the future. • Describe how human behaviour can be beneficial to local and global environments, now and in the longer term.	• People can reduce their carbon footprint by driving less, eating less meat, flying less and wasting less food and products. • Describe the meaning of the term 'carbon footprint' and explain some of the ways this can be reduced to protect the environment.	• Renewable energy includes solar power, wind power, hydropower, geothermal energy and bioenergy. • Humans use natural resources to make energy. Natural resources such as coal and oil cannot be replaced and are non-renewable. • Describe how natural resources can be harnessed to create sustainable energy.	• Sustainable manufacturing processes include reducing carbon footprint, using renewable energy and investigating new technologies. • Identify and explain ways that people can improve the production of products without compromising the needs of future generations.	• Natural resource management (NRM) aims to create sustainable ways of using land now and in the future. • Explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth.
World	• The world has lots of different places. • The world has lots of different places. Seas and oceans cover more of the Earth's surface than land. • Talk about places that they have been to or seen in	• People live in and visit lots of different places around the world. • Globes and maps can show us the location of different places around the world. • A globe is a 3-D model of the Earth. • Maps show 2-D	• A continent is a very large area of land. • The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. • The five oceans are the Arctic, Atlantic, Indian,	• An ocean is a large sea. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. • Other world seas include the Black Sea, the Red Sea and the Caspian	• Europe is a continent in the Northern Hemisphere. It has over 50 countries, including transcontinental countries such as Russia. • European countries include France, Greece,	• The North American continent includes the countries of: USA, Canada, Mexico as well as the Central American countries of: Guatemala, Honduras, Nicaragua, Costa Rica and	• Major cities around the world include London in the UK, New York in the USA, Shanghai in China, Istanbul in Turkey, Moscow in Russia, Manila in the Philippines, Lagos in Nigeria, Nairobi in Kenya, Baghdad in Iraq,	• The Axis Powers were led by Germany's Adolf Hitler. • The Allied Powers were led by Great Britain's prime ministers Neville Chamberlain and then Winston Churchill. • Explain interconnections

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.	images of places. ● The weather, environment and living things are different in different places around the world. ● The ocean is a body of saltwater that covers over two thirds of the surface of the Earth. ● Begin to notice and talk about the different places around the world, including oceans and seas.	Pacific and Southern Ocean. ● Name and locate the world's seven continents and five oceans on a world map.	Sea. ● Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.	Italy, Romania and Russia. ● Locate countries and major cities in Europe (including Russia) on a world map.	Panama. ● The South American continent includes the countries of: Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay. ● Major cities in North America include Washington and New York in the United States of America and Toronto in Canada. ● Major cities in central America include San José in Costa Rica, San Salvador in El Salvador and Managua in Nicaragua. ● Major cities in South America include Sao Paulo in Brazil, Buenos Aires in Argentina, Bogota in Colombia and Lima in Peru. ● Locate the countries and major cities of North, Central and South America on a	Damascus in Syria and Mecca in Saudi Arabia. ● Name, locate and describe major world cities.	between two or more areas of the world.

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						world map, atlas or globe.		
UK	• Show an interest in the place they live on a map or globe.	• Identify the United Kingdom on a world map or globe.	• The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. • A capital city is a city that is home to the government and ruler of a country. • The capital city of England is London. • The capital city of Northern Ireland is Belfast. • The capital city of Scotland is Edinburgh. • The capital city of Wales is Cardiff. • Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.	• England has many famous physical features, such as the White Cliffs of Dover in the south, Cheddar Gorge in the west and lakes and mountains in the Lake District. • Northern Ireland has many famous physical features, including huge columns made of rock called the Giant's Causeway in the north and Lough Neagh, the largest lake in the United Kingdom. • Scotland has many famous physical features, such as the extinct volcano Arthur's Seat in Edinburgh, and the lake Loch Lomond. • Wales has many famous features including Mount Snowden and the River Severn. • Identify characteristics of the four countries	• Counties in the UK include Yorkshire, Suffolk, Pembrokeshire, Inverness-shire and County Armagh. • Cities in the UK include Edinburgh in Scotland, Belfast in Northern Ireland, St Davids in Wales and Birmingham, Manchester and London in England. • Name, locate and describe some major counties and cities in the UK.	• There are four mountain ranges in the UK that are home to each country's highest mountain: Ben Nevis, in the Grampian Mountains, Scotland; Scafell Pike, in the Cumbrian Mountains, England; Yr Wyddfa, also known as Snowdon, in Eryri, also known as Snowdonia, Wales and Slieve Donard, in the Mourne Mountains, Northern Ireland. • Significant mountain ranges of the UK include the Grampian Mountains, Snowdonia and the Pennines. • Significant rivers of the UK include the River Tay, the River Trent and the River Wye. • Significant forests of the UK include the New Forest	• The relative distance between major cities of the UK including: North to south, Dundee to Plymouth 675km and Liverpool to London 300km; west to east, Belfast to Liverpool 225km, Cardiff to Birmingham 150km and Wolverhampton to Norwich 225km. • Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.	• Settlements can be rural or urban. • Settlement patterns include linear, circular, Y-shaped, T-shaped and cross-shaped. • Settlements can be compact or dispersed. • A settlement can grow due to factors such as migration, the building of new facilities such as homes or universities and new roads or transport links being made. • Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				and major cities of the UK.		and Portglenone Forest. ● Islands of the United Kingdom include Lindisfarne and Orkney Islands. ● Topography is the arrangement of the natural and artificial physical features of an area. ● Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. ● Identify the topography of an area of the UK using contour lines on a map.		
Location	● The weather, plants and animals differ in different places around the world. ● Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories.	● There are places in the world where it is always cold and snowy. The animals that live there have special features that help them to live in the cold. ● The weather, environment and living things are different in different places around the world. ● Climates and	● The equator is an imaginary line around the middle of the Earth. ● Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. ● Locate hot and cold areas of the world in relation to the equator.	● The Northern Hemisphere is north of the equator and the Southern Hemisphere is south of the equator. ● The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth. ● Locate the	● Latitude is a coordinate that specifies the north or south position of a point on the surface of the Earth. Latitude is given as an angle that ranges from -90° at the south pole to 90° at the north pole, with 0° at the equator. ● Longitude is the distance east or	● The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator. ● The tropics are regions of Earth that lie roughly in the middle of the globe between the Tropic of Cancer and the Tropic of	● The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. ● The time at Greenwich is called Greenwich Mean Time (GMT). ● Each time zone that is 15 degrees to the west of	● The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced. ● When the Earth tilts towards the Sun it creates near-constant daylight, known as polar day or Midnight Sun. ● When the Earth tilts away from the

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		environments are different, depending on their location on Earth. ● Living things are different in different places around the world. ● The weather, environment and living things are different in different places around the world. ● People live in and visit lots of different places around the world. ● The weather, plants and animals differ in different places around the world. ● Animals live in different habitats. ● The seashore is a habitat for many animals such as sea birds, crabs, fish and starfish. ● The polar regions, the Arctic and Antarctic, are always cold and icy. ● Describe how the weather, plants and animals of one place are different to another using		equator and the North and South Poles on a world map or globe.	west of the Prime Meridian. ● Locate significant places using latitude and longitude.	Capricorn. ● Identify the location of the Tropics of Cancer and Capricorn on a world map.	Greenwich is another hour earlier than GMT. ● Each time zone 15 degrees to the east is another hour later. ● Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).	Sun it creates near-constant darkness, known as polar night. ● Latitude and longitude help identify locations in relation to the equator and the Prime Meridian. ● Latitude and longitude are measured in degrees. ● There are five major lines of latitude: Equator (0°), Tropic of Cancer (23.5°N), Tropic of Capricorn (23.5°S), Arctic Circle (66.5°N) and Antarctic Circle (66.5°S). ● The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. ● The world is split into 24 meridians 15° apart

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		simple geographical terms.						because there are 24 hours in a day and 360° in one rotation. ● The times are calculated from GMT. Times to the east of the Prime Meridian are ahead of GMT (GMT+), times to the west are behind GMT (GMT-). ● Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).
Position	● Positional language is used to describe where things are in relation to one another. Positional language includes	● Positional words such as under, over, through, on top, in front, behind, next to and above tell us where objects are in relation to each	● A location is a place or the position of something. ● Direction is the way you travel to get somewhere. ● Use simple	● A compass is an instrument that is used for finding a direction. ● The four cardinal points on a compass are north, south, east	● The four intercardinal points on a compass are north-east, south-east, south-west and north-west.	● The four cardinal directions are north (N), east (E), south (S) and west (W), which are at 90° angles on the compass rose.	● Cardinal and intercardinal compass points can be used to describe the relationship of features to each other.	● Invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical

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	in, on, next to, behind and in front of. • Discuss routes and locations and use and understand some positional language.	other. • Words including forward, backward, left and right tell us which direction to travel. • Use simple positional language to describe where things are in relation to each other and give directions.	directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.	and west. • Use simple compass directions to describe the location of features or a route on a map.	• Use the eight points of a compass to locate a geographical feature or place on a map.	• The four intercardinal (or ordinal) directions are halfway between the cardinal directions: north-east (NE), south-east (SE), south-west (SW) and north-west (NW). • Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.	• Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.	area. • Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area. • Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.
Maps	• A map is a drawing that shows an area of land or sea. • Describe a familiar route and use maps as part of role play.	• A map is a picture or drawing of a place or journey. • A map is a drawing of an area of land or sea that shows features, including roads, paths, rivers, woods and buildings. • A map is a drawing of an area of land or sea. It shows features, including roads, paths, rivers, woods and	• A map is a picture or drawing of an area of land or sea that can show human and physical features. • A key is used to show features on a map. • A map has symbols to show where things are located. • Draw or read a simple picture map.	• Maps help people to plan a route from one place to another and to identify and locate physical and human features. • Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.	• A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. • Use four-figure grid references to describe the	• A six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. • The first three figures are called the easting and are found along the top and bottom of a map. • The second three figures are called the northing and are found up both sides of a map.	• The geographical term 'relief' describes the difference between the highest and lowest elevations of an area. • Relief maps show the contours of land based on shape and height. • Contour lines show the elevation of the land, joining places of the same height	• Ordnance survey maps use four and six grid references to locate a feature or place. • Contour lines join points of equal height above sea level and show an area's terrain. • Ordnance Survey symbols are used to represent different features on the landscape. This includes buildings, roads,

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		buildings. ● A map is a drawing of an area of land or sea. It shows features, including roads, rivers, woods, parks and buildings. ● A map is a drawing of an area that shows features, including roads, rivers, woods, parks and buildings. ● Maps are pictures or drawings of places or journeys. ● Make and use simple maps in their play to represent places and journeys, real and imagined.		● Draw or read a range of simple maps that use symbols and a key.	location of objects and places on a simple map.	● In a four-figure grid reference, the two digit eastings come first, followed by the two digit northings. ● A four-figure grid reference locates a square on a map ● Use four or six-figure grid references and keys to describe the location of objects and places on a map.	above sea level. ● Contour lines that are close together represent ground that is steep. Contour lines that are far apart show ground that is gently sloping or flat. ● Identify elevated areas, depressions and river basins on a relief map.	rivers, lakes and forests. Understanding these symbols is essential for reading and using Ordnance Survey maps effectively. ● Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
Compare and contrast	● The world has lots of different places. ● Talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources.	● The weather, environment and living things are different in different places around the world. ● Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.	● Hot places are close to the equator and cold places are far away from the equator. ● Kuala Lumpur is the capital city of Malaysia. Similarities between Kuala Lumpur and London are that both cities have a river and a zoo.	● Somalia is a country on the east coast of Africa. ● The equator crosses through Somalia, so the climate is very hot and dry. ● Like the UK, Somalia has four seasons. ● The capital city of Somalia is called Mogadishu.	● A volcano is a physical feature, typically a conical mountain or hill, that has a crater or vent through which lava, rock fragments, hot vapour, and gas erupt or have erupted. ● A volcano can be active, dormant or extinct. ● Classify, compare	● A river is a body of water that flows downhill, usually to the sea. ● The place where a river starts is called the source. ● Tributaries are small rivers or streams that flow into larger rivers or lakes. ● The place where a river flows into the sea is called	● The seven continents (Africa, Antarctica, Asia, Australia, Europe, North America and South America) vary in size, shape, location, population and climate. ● Identify and describe the similarities and differences in	● Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures. ● Antarctica is the coldest, windiest and driest place on Earth. ● Describe the climatic

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			• Differences between Kuala Lumpur and London include Kuala Lumpur having a monorail while London has overground and underground trains. • Identify the similarities and differences between two places.	• Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.	and contrast different types of geographical features.	the mouth. • A mountain is a natural elevation of the Earth's surface, rising to a summit. • Mountains have an elevation greater than that of a hill, usually greater than 610m. • Describe and compare aspects of physical features.	physical and human geography between continents.	similarities and differences between two regions.
Significant places	• Talk about and ask questions about places that are important to them.	• A place can be important because of its location, use, buildings or landscape. • Discuss and describe places that are important to them.	• Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. • Some buildings are important because they tell us something about the past. • Name important buildings and places and explain their importance.	• Places can be significant because of religious or historic events that have happened there in the past. • A significant place is a location that is important to a community or society. • Places can be significant because of religious or historic events that have happened there in the past. • Buckingham Palace in London and Balmoral Castle in	• The Ring of Fire is a large area around the Pacific Ocean where many earthquakes and volcanic eruptions occur. • Significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. • Name and locate significant volcanoes and plate boundaries and explain why they are important.	• Significant world rivers include the Mississippi, Nile, Thames, Amazon, Volga, Zambezi, Mekong, Ganges, Danube and Yangtze. • Significant mountain ranges of the world include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada. • Name, locate and explain the importance of significant mountains or rivers.	• Developing countries such as Peru offer farming opportunities due to a tropical climate and rich soils but also face challenges such as lack of farming technology, labour shortages, fluctuating prices and transport issues. • Identify some of the problems of farming in a developing country and report on ways in which these can be supported.	• Countries worldwide trade with each other. They export and import goods, such as fossil fuels, metal ores and food. • North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply). • Name, locate and explain the distribution of significant industrial, farming

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				Aberdeenshire are two significant royal residencies in the UK. • Name, locate and explain the significance of a place.				and exporting regions around the world.
Geographical change	• Notice and talk about how things have changed in the local environment.	• Features including fields, woodlands, roads and shops in the local area change over time. • Discuss how the local environment has changed over time using photographs and first-hand experiences.	• Geographical features such as roads and towns can change over time. • Describe how a place or geographical feature has changed over time.	• A place can change over time due to human activity such as house building, new industries and tourism. • Erosion can cause the change over time to an environment or place. • Erosion is a physical process. • Erosion is caused by wind and water, including waves, floods, rivers and rainfall. • Describe how an environment has or might change over time.	• Volcanic eruptions are an example of significant geographical activity and can destroy habitats, homes and businesses and can change the landscape. • Earthquakes are an example of significant geographical activity and can destroy habitats, homes and businesses and can change the landscape. • Short-term problems from earthquakes or volcanoes include fear, injury from falling debris and loss of personal items. • Long-term problems include loss of homes, lack of water and	• Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation. • Explain how the physical processes of a river, sea or ocean have changed a landscape over time.	• Settlement hierarchy is a way of grouping and ranking settlements according to their type, significance, number and size. • A hamlet is at the bottom of the hierarchy and a capital city at the top. • Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).	• Tourism has had an environmental, social and economic impact on many regions and countries. • Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.

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					sanitation, damaged roads and transport networks and loss of jobs and services. ● Convergent tectonic plates push together. Divergent tectonic plates pull apart. Transform tectonic plates slide past each other. ● The crust of the Earth is divided into tectonic plates that move. ● Plates can push into each other, pull apart or slide against each other. These movements can create mountains, volcanoes, valleys and earthquakes. ● Describe how a significant geographical activity has changed a landscape in the short or long term. ● Describe the activity of plate tectonics and how this has changed the Earth's surface			

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					over time (continental drift).			