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|  | FS | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
| Topics | -Safe use of outside space  (play area)  -Post office  -Cave  -Vets  -Doctors | -Brazil  Tropical Rainforest  -Town and country  Where do we live | -Brazil  Tropical Rainforest  -Town and country  Where do we live | -THE WORLD  Locate countries of the world, recognise seas, major capital cities etc.  -AMERICA  Use the idea of Columbus to introduce North America and South America. Focus on South America . Look at the countries major cities, industries and infrastructure.  -EUROPEAN COMPARISON  Select an Island country Compare their trade, economy, infra- structure with that of Bradford. | -THE WORLD  Locate countries of the world, recognise seas, major capital cities etc.  -AMERICA  Use the idea of Columbus to introduce North America and South America. Focus on South America . Look at the countries major cities, industries and infrastructure.  -EUROPEAN COMPARISON  Select an Island country Compare their trade, economy, infra- structure with that of Bradford. | -THE WORLD  Locate countries of the world, recognise seas, major capital cities etc.  -AMERICA  Use the idea of Columbus to introduce North America and South America. Focus on South America . Look at the countries major cities, industries and infrastructure.  -EUROPEAN COMPARISON  Select an Island country Compare their trade, economy, infra- structure with that of Bradford.  -NATURAL RESOURCES  Focus on precious resources – gold, diamonds, oil etc. | -THE WORLD  Locate countries of the world, recognise seas, major capital cities etc.  -AMERICA  Use the idea of Columbus to introduce North America and South America. Focus on South America . Look at the countries major cities, industries and infrastructure.  -EUROPEAN COMPARISON  Select an Island country Compare their trade, economy, infra- structure with that of Bradford.  -NATURAL RESOURCES  Focus on precious resources – gold, diamonds, oil etc. |
| **Locational Knowledge** | I can name and locate places and features on my route to school.  I can compare distances between places I know well.  I can describe places I know well in Shipley and I can compare these to other places I have visited. | I can name, locate of the four countries and capital cities of the United Kingdom.    I can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | I can still name, locate of the four countries and capital cities of the United Kingdom.  I can name and locate the world’s seven continents  I can name and locate the world’s five oceans | **I can l**ocate the world’s countries, using maps  I can research their environmental regions.  I can research key physical and human characteristics, countries and major cities.  I can name and locate most counties and cities of the United Kingdom  I can identify the united Kingdom’s human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land – use patterns. | I can locate the world’s countries, using maps to focus on Europe  I can study environmental regions,  I can study key physical and human characteristics of countries and major cities.  I can name and locate all counties and cities of the United Kingdom, geographical regions.  I can identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land – use patterns.  I can understand how some of these aspects have changed over time. | I can locate the world’s countries, using maps to focus on Europe  I can research key physical and human characteristics, countries and major cities.  I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. | I can locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America,  I can concentrate on their environmental regions, key physical and human characteristics, countries and major cities.  I can identify the position of The Tropics of cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones |
| **Human and Physical geography** | I can identify the differences between natural features and manmade features of the school and surrounding area. | I can begin to identify seasonal and daily weather patterns in the United Kingdom  I can suggest the location of hot and cold areas of the world in relation to the Equator and the North and South Poles    I can use basic geographical vocabulary to refer to:  -Key physical features,  - key human features, | I can identify seasonal and daily weather patterns in the United Kingdom  I know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles    I can use geographical vocabulary to refer to:  -Key physical features  - key human features | I can describe and understand key aspects of physical geography, including: volcanoes and earthquakes    I can describe and understand key aspects of human geography, including: types of settlement and land use | I can describe and understand key aspects of physical geography, including:, rivers and the water cycle  I can describe and understand key aspects of human geography, including: economic activity including trade links | **I can d**escribe and understand key aspects of physical geography, including: climate zones, , rivers, mountains,  I can describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water | I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,  I can describe and understand key aspects of 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 |
| **Place Knowledge** | I can remember the location of key places in the school grounds. | I can begin to discuss geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,  I can begin to discuss geographical similarities and differences through studying the human and physical geography of a small area in a the rain forest. | I can discuss geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,  I can discuss geographical similarities and differences through studying the human and physical geography of a small area in a the rain forest. | I can begin understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,  I can begin understand geographical similarities and differences through studying the human and physical geography of a small area in a non – contrasting European Country | I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,  I can understand geographical similarities and differences through studying the human and physical geography of a small area in a non – contrasting European Country | I can 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 county, | I can 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 county, and a region within North or South America |
| **Geographical skills and fieldwork** | I can explore the school grounds and look at the different physical spaces.  I can make observational drawings of the plants and buildings. | I can use world maps, atlases and globes to identify the United Kingdom and its countries  I can use simple field work and observational skills to study the geography of their school and its grounds | I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans  I can use simple compass directions and locational and directional language to describe the location of features and routes on a map.  I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;  I can devise a simple map; and use and construct basic symbols in a key.  I can use simple field work and observational skills to study the geography of their school and the key human and physical features of its surrounding environment | I can use world maps, atlases and globes to identify the world countries and oceans  I can use the four points of a compass, four– figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the UK and the wider world | I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods  I can use sketch maps, plans and graphs, and digital technologies  I can begin to use the eight points of a compass, six – figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the UK and the wider world | I can use maps, atlases, globes and digital/ computer mapping to locate countries  I can describe features studied.  I can 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 UK and the wider world | I can u se fieldwork to observe, measure and record  I can use Sketch maps, graphs or digital means to record my observations.  I can perform simple tests to compare physical geographical features of the local area. |
| Attainment Target | Know about similarities and differences in relation to places, objects, materials and living things.  Talk about the features of their own immediate environment and how environments might vary from one to another.  make observations of animals and plants and explain why some things occur, and talk about changes' | Develop knowledge about the United Kingdom and their locality.  Understand basic subject- specific vocabulary relating to human and physical geography  Begin to use geographical skills, including first – hand observation, to enhance locational awareness | Develop knowledge about the world, the United Kingdom and their locality.  Understand basic subject specific vocabulary relating to human and physical geography  Begin to use geographical skills, including first – hand observation, to enhance locational awareness | Extend knowledge and understanding beyond the local area to include the UK and Europe, North and South America.  Understand the location and characteristics of a range of the world most significant human and physical features.  Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. | Extend knowledge and understanding beyond the local area to include the UK and Europe, North and South America.  Understand the location and characteristics of a range of the world most significant human and physical features.  Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. | Extend knowledge and understanding beyond the local area to include the UK and Europe, North and South America.  Understand the location and characteristics of a range of the world most significant human and physical features.  Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. | Extend knowledge and understanding beyond the local area to include the UK and Europe, North and South America.  Understand the location and characteristics of a range of the world most significant human and physical features.  Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. |
| Aims | Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.  Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time  Are competent in the geographical skills needed to:  Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.  Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)  Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length | | | | | | |