

Key Skills

Pupils will gain the skills needed to identify human and physical geographical features of places around them and in the wider world through experiencing fieldwork, and learning about locational and place knowledge.

GEOGRAPHY

Geography skills should be taught when linked to topics where possible to ensure real world application

Topics are taught on a 2 year rolling programme



	EYFS		KS1		LKS2		UKS2	
	Nursery & Reception		Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
	Year A	Year B	Year A	Year B	Year A	Year B	Year A	Year B
Topics & terms	1 Autumn Harvest, Light and Dark 2 Winter Wonderland, Superheroes 3 Big and Little, Summer Fun	1 Autumn colours, Let's Celebrate 2 Bears, A job well done 3 Marvellous minibests, Summer in the garden	1 Let's go on safari 2 Frozen Planet, Great Fire of Lond 3 Around the world in 80 days	1 Now and Then 2 Turrets & Tiaras 3 Secret Gardens	1 The Land that time forgot 2 Romans 3 Mexico/ Rainforest	1 Egyptians 2 Over & Under the waves 3 Friend or Foe	1 Extreme Earth 2 Who were the Mayans? 3 Onwards & Upwards	1 Myths & Minotaurs 2 Out of this World 3 Circle of Life Vikings V Anglo Saxons
	EYFS		KS1		LKS2		UKS2	
	Nursery & Reception		Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
	Year A	Year B	Year A	Year B	Year A	Year B	Year A	Year B
Locational knowledge	Locational knowledge: North and South Poles (Spring A) Location knowledge: hot and cold countries	Locational knowledge: China	Name and locate the world's seven continents and five oceans (Topics 1,2,3) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (1,2)	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (2)	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 (1) Identify the position and significance of	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 (Topic 3) Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical	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 (Topics 1,2, 3) Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the	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 (1 - I think 3) Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key

					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) (2,3)	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 (2) 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) (1,3)	Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (1,2,3)	topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (1,3) 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) (2)
	EYFS		KS1		LKS2		UKS2	
	Nursery & Reception		Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
	Year A	Year B	Year A	Year B	Year A	Year B	Year A	Year B
Place knowledge	Geographical skills: Use of globe/map to locate the North and South Poles.	China	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in the contrasting non-European country. (1,3)		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 (2)	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 (3)	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 (1,2,3)	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 (1)

	EYFS		KS1		LKS2		UKS2	
	Nursery & Reception		Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
	Year A	Year B	Year A	Year B	Year A	Year B	Year A	Year B
Human & Physical Geography	<p>Weather: Seasonal Changes - Autumn/Spring/Winter</p> <p>Physical geography: Beach/Seaside</p>	<p>Weather: Seasonal Changes - Autumn/Spring/Winter</p> <p>Human geography: Different multicultural buildings</p> <p>Physical Geography: Insect habitats Physical/Human Geography: Trip to the seaside (Hunstanton)</p>	<p>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. (1,2,3)</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.(2)</p> <p>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (2)</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.(1,2)</p> <p>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (1)</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (3)</p> <p>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 (1,2)</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (2)</p> <p>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 (2)</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (1,3)</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (1)</p> <p>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 (1)</p>
	EYFS		KS1		LKS2		UKS2	
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	Year A	Year B	Year A	Year B	Year A	Year B	Year A	Year B
Geographical skills & Fieldwork	<p>Positional Language Distance Compass Points</p>	<p>Geographical skills/Fieldwork: Trip to the seaside (Hunstanton).</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and</p>

			<p>continents and oceans studied at this key stage. (1,2,3)</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (1,2,3)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human physical features; devise a simple map; and use and construct basic symbols in a key. (1)</p> <p>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.(1)</p>	<p>continents and oceans studied at this key stage. (2)</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (2)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human physical features; devise a simple map; and use and construct basic symbols in a key.(1,3)</p> <p>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. (1,3)</p>	<p>describe features studied. (2,3)</p> <p>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 (3)</p> <p>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 (1)</p>	<p>describe features studied. (1,2,3)</p> <p>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 (1)</p> <p>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 (3)</p>	<p>describe features studied. (1,2)</p> <p>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 (1,2)</p> <p>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 (3)</p>	<p>describe features studied. (1,2)</p> <p>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 (1,3)</p> <p>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 (3)</p>
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