

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p><b>Nursery:</b> Children will know that a globe, represents the world. Children will know what water looks like on a map</p> <p><b>Reception:</b> Children will know that a globe shows different countries around the world. Children will know that the green on a globe is land and the water on a map is blue They will begin to discuss what countries are.</p> <p>Children will know that they live in Barton Hill (visit the local park) Children will know the name of the road that their schools is on Children will know that they live in England</p>	<ul style="list-style-type: none"> <li>•Name and Locate Barton Hill and Bristol on a map</li> <li>•Name and locate England and London (capital city) on a map</li> <li>•Know, name, and locate the four countries of the UK</li> <li>•Know, name, and locate the 3 seas surrounding the UK.</li> <li>•Name and locate the continents of Africa, Europe and Antarctica</li> </ul>	<ul style="list-style-type: none"> <li>•Know the name of and can locate the four capital cities of England, Wales, Scotland and Northern Ireland</li> <li>•Know the names of and can locate the seven continents of the world.</li> <li>•Know the names of and can locate the five oceans of the world and the three UK seas.</li> <li>•Know the location of hot and cold areas of the world</li> <li>•Know where the equator, North Pole and South Pole are on a globe and map.</li> </ul>	<ul style="list-style-type: none"> <li>•Know and locate of the Northern and Southern Hemisphere in relation to the equator</li> <li>•Know the location of the tropic of Cancer and Capricorn, arctic and Antarctic circle, and the features of tropical regions.</li> <li>•Know and locate North, South (retrieval) and central America.</li> <li>•Know and locate Guatemala</li> <li>•Know that Guatemala has three main regions: mountains and volcanos, jungle, coast</li> <li>•Know that Guatemala has a tropical climate</li> <li>•Know that the capital of Guatemala is Guatemala City and the official language is Spanish and the currency is quetzal. <a href="https://kids.nationalgeographic.com/geography/countries/article/guatemala">https://kids.nationalgeographic.com/geography/countries/article/guatemala</a></li> <li>•Know the location of biomes in relation to climate zones.</li> </ul>	<ul style="list-style-type: none"> <li>•Know and locate Italy in Europe on a world map</li> <li>•Know and locate the Mediterranean region and sea</li> <li>Know and locate the Alps Mountain range and the Apennine hills</li> <li>•Know that Italy has mountainous and coastal regions.</li> <li>•Know that the official language is Italian, and the currency is the Euro.</li> <li>•Know that Vatican City is a separate micro-state and the headquarters of the Catholic church.</li> <li>•Know and locate the four major rivers (Po, Tiber, Adige, Arno)</li> <li>•Know and locate the capital city: Rome</li> <li>•Know and locate significant cities: Milan, Venice, Pisa, Rome <a href="https://kids.nationalgeographic.com/geography/countries/article/italy">https://kids.nationalgeographic.com/geography/countries/article/italy</a></li> <li>•know and can describe the key features of a river</li> <li>•know, name, and locate 4 major rivers and one local</li> <li>•know, name, and locate the world's major mountain ranges and some significant mountains</li> <li>•I can explain the features of the water cycle</li> <li>•I know how rivers erode, transport and deposit materials</li> <li>•I know about the physical features of coasts</li> <li>•I know and name the eight points of the compass</li> <li>•Know and locate Nile, Amazon, Yangtze, Severn Avon</li> <li>•Know and locate Himalayas, Andes, Alps, Mt. Everest, Ben Nevis</li> </ul>	<ul style="list-style-type: none"> <li>•Know and locate counties of the United Kingdom, e.g., Northumberland, Yorkshire, Lancashire, West Midlands, Norfolk, Suffolk, Somerset, Devon, Cornwall (chosen to link to Anglo Saxon kingdoms and local)</li> <li>•Know and locate cities of the United Kingdom e.g., Newcastle, York, Manchester, Liverpool, Birmingham, Norwich, Exeter (Links to Vikings)</li> <li>•Know where the main cities for population and trade are (also reference cost of living).</li> <li>•Know and locate Avonmouth Docks as a place where commodities are sent and received.</li> <li>•Know that Avonmouth Docks are one of the UKs main ports for importing chilled foods, especially fruit and vegetables</li> <li>•Know that Avonmouth Docks exports cars and scrap metal</li> </ul>	<ul style="list-style-type: none"> <li>•Know the names of, and locate, key North American countries including – USA, Canada, Mexico,, Cuba and Jamaica</li> <li>•Name and locate the capital cities of USA, Canada, Mexico, Cuba and Jamaica</li> <li>•Name and locate key rivers, lakes and human landmarks (see human and physical geography)</li> <li><a href="https://kids.nationalgeographic.com/geography/countries/article/greece">https://kids.nationalgeographic.com/geography/countries/article/greece</a></li> <li>•Know the names of at least 6 European countries and capitals (WWII)</li> <li>1.France - Paris</li> <li>2.Spain - Madrid</li> <li>3.Italy - Rome</li> <li>4.Germany - Berlin</li> <li>5.Greece – Athens</li> <li>6.Poland - Warsaw</li> <li>•Know and locate Russia and its capital Moscow</li> </ul>

Place knowledge	<p><b>Nursery:</b> Children will talk about differences and similarities between themselves and people in their local community. Children will know about hot and cold places in our world and the animals that live in these places (c.c. science) Children will discuss different weather around the world Children will look at where they can find water in the local area</p> <p><b>Reception:</b></p> <p>Children will be able to talk about some of the features of the local area By the end of the year, children will know that they live in Barton Hill is a place in Bristol Children will begin to talk about any places they have visited around the world and how they are the same/ different to England Children will know that we can grow certain fruits and vegetables in England</p>	<ul style="list-style-type: none"> <li>•Know and name the characteristics of the local area</li> <li>•Know features of hot and cold places in the world</li> <li>•Know where the equator, North Pole and South Pole are on a globe</li> </ul>	<ul style="list-style-type: none"> <li>•Know the main differences between the climate in Bristol and that of a small place in a non-European country: Somalia</li> <li>•Know some of the advantages and disadvantages of living in a city or village</li> </ul>	<ul style="list-style-type: none"> <li>•Know geographical similarities and differences through the study of human and physical geography of England and a region in a region in North or South America: <b>Guatemala</b></li> <li>•Know the main forms of trade in Guatemala (<i>coffee, followed by sugar, bananas, crude petroleum, and cardamom. The exports of vegetables, fresh fruits, cut flowers, and seafoods are of increasing importance</i>)</li> <li>•Know and recognise the physical conditions necessary for the creation of different biomes Contrast the main features found in two different biomes, e.g., tundra and desert</li> </ul>	<ul style="list-style-type: none"> <li>•Understand geographical similarities and differences through the study of human and physical geography of a region of the Bristol (England) and a region in a European country, Rome (Italy)</li> <li>•Know that climate and physical features has an important part to play when considering where and how people live</li> </ul>	<ul style="list-style-type: none"> <li>•Know the purpose of having counties and cities (e.g. local governance, public services, postal addresses and even sports teams such as cricket).</li> <li>•Know the advantages and disadvantages of travelling to different cities by different modes of transport.</li> <li>•Know some advantages and disadvantages of living in Bristol compared to other UK cities</li> <li>•Know that food distribution varies by country and region and suggest reasons for this.</li> </ul>	<ul style="list-style-type: none"> <li>•Know how many state the USA has and that they cover different time zones (CC. maths opportunity) Know why the USA is a wealthy and has developed successful trade around the World. Know key differences between living in the UK, living in Mexico and living in the USA</li> <li>•Know similarities and differences between the UK and Italy, Germany, France Spain and Greece (compare/contrast: Population, climate, key trade, wealth and political influence). Use comparison/summary tables to contrast.</li> </ul>
Human and Physisic Features		<ul style="list-style-type: none"> <li>•Know the names of and can identify the season and describe weather patterns. OLU</li> <li>•Know what rivers, soil, valley, vegetation,</li> <li>•Know what ‘office, house, factory and shop’ and glacier and desert – non-national curriculum).</li> </ul>	<ul style="list-style-type: none"> <li>•Know that farms produce food and different foods grow in different regions depending on climate</li> <li>•Know what farm, soil, vegetation, season, weather, hill and mountain are</li> <li>•Know and describe what ‘beach, tide, cliff ,rockpool, coast, sea and ocean’ mean</li> <li>•Know and describe what ‘port’ and ‘harbour’ mean</li> </ul>	<ul style="list-style-type: none"> <li>•Describe and understand key aspects of: climate zones, mountains and volcanos, vegetation belts</li> <li>•Know what the term ‘biome’ means.</li> <li>•Know the names of the different types of biomes: aquatic, grassland, forest, desert, tundra</li> <li>•Know the ecological features of each biome – including the layers of the rainforest</li> <li>•Know the meaning of climate zone and vegetation belt</li> <li>•Know the impact of deforestation</li> </ul>	<ul style="list-style-type: none"> <li>•Know about the key human and physical differences between living in the UK and a different European country</li> <li>•Know that the human race impacts physical geography of the world.</li> <li>•Know how plastic pollution impacts the environment</li> <li>•Name countries, regions and oceans and discuss them in terms of ocean pollution.</li> </ul>	<ul style="list-style-type: none"> <li>•Know and locate historic human features from UK cities</li> <li>•Know physical landmarks in different UK counties and cities.</li> <li>•Know what is meant by the term ‘trade’</li> <li>•Name countries, regions and oceans and discuss them in terms of ‘trade’</li> <li>•Know that countries and regions trade goods</li> <li>•Know why ports are important for world trade</li> </ul>	<ul style="list-style-type: none"> <li>•Identify, locate and discuss the importance of key physical features in USA such as coastlines, named lakes and rivers (above) and the Grand CanyonName and locate the Mississippi river Missouri river. The River Grande River and the Yukon River</li> <li>•Name and locate Lake Superior, Lake Huron, Lake Michigan, Great Bear Lake, Great Slave Lake and Lake Erie</li> <li>•Identify and locate human landmarks in the USA such as: The Whitehouse, the Statue of Liberty, Golden Gate Bridge, Statue of Liberty, The Pentagon</li> <li>•Know and recognise many of Europe’s key human landmarks. Explore case studies of the following landmarks: Kremlin Russia (Europe/Asia), Eiffel Tower, Louvre Arc de Triomphe (France), Brandenburgh Gate (Germany), Acropolis (Greece/Athens), Pantheons (Rome) Pantheon (Athens), The Colosseum (Rome), Tower of Pisa (Italy)</li> <li>•Know and recognise many of Europe’s physical landmarks. The Ural mountains, Mont Blanc, The Alps, The Pyrenees, The River Danube, The Rhine River, The Rhone River</li> </ul>

Vocabulary	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	Area city town village country Office house factory farm office and shop postcode road sign street soil hill  Barton Hill Bristol England N.Ireland English Sea, Irish Sea, North Sea Scotland and Wales Map Seasons and weather  North Pole South Pole Equator camouflage Desert glacier continent	Ocean river cliff beach sea port harbour coast Mountain valley Vegetation  huts urban rural  African European Drought Climate Ebony  •Know wharm, soil, vegetation, season, weather, hill and mountain are •Know and describe what 'beach, tide, cliff ,rockpool, coast, sea and ocean' port' harbour'	Guatemala City Tikal Mayans hemisphere (southern and northern) tropical quetzal currency rainforest Lagoons volcoanoes  Tikal Temple  Biome Tundra Desert Landscape Marine biome Grasslands	Rome, Vatican City, micro-state, Alpes, Europe, Mediterranean sea  estuary source meander tributary erosion deposition  tectonic plates lava strata eruption summit tsunami	County County council Public services Central Business District (CBD) Histric Landmarks Economy  Trade commodities Dosks Exports imports Avonmeads Case study	American state Cherokee The "Big Apple" Chichen itza Buck Statue of liberty Stsates  landmarks Pantheon Acropolis Colosseum Customs duty European Union Gross Domestic Product (GDP) Latitude an longitude
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Map Work	<p><b>Reception:</b></p> <p>Children will learn to read and create a simple map (e.g., drawing the route from where I am now to the local shop)</p>	<ul style="list-style-type: none"> <li>Use local street map to describe features in the locality.</li> <li>Link local street maps to addresses and post codes.</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps with compass to work out continents that are to the north, south, east, and west of the UK, etc.</li> <li>Use atlases/Google Maps to find out about different geographical hot and cold regions of the world</li> </ul>	<ul style="list-style-type: none"> <li>Describe and follow a journey on a map between two places or features using 8 points of a compass. e.g., 'Move three steps north-east then 3 steps west'.</li> <li>Use 8 points of a compass to describe locations of two places in relation to each other. e.g., 'The school is north-west of the shops.'</li> </ul>	<ul style="list-style-type: none"> <li>Compare two landscapes using maps and aerial photographs. Find and recognise places on maps of different scales.</li> <li>Describe and follow a journey between two places or features using coordinates as the start and finish.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the locations of features using coordinates.</li> <li>Locate places and features on a range of small-scale maps (maps of the world).</li> <li>Use four-figure grid references to identify features on a map, including the use of a key.</li> <li>Use lines of latitude and longitude on a map of the world to locate a place (e.g., a country)</li> </ul>	<ul style="list-style-type: none"> <li>Use digital maps to follow and create routes across the world and to talk about changes in settlements over time.</li> <li>Understand how time zones work and be able to relate time of places compared with Greenwich meantime.</li> <li>Use six-figure grid references to identify features on a map, including the use of a key.</li> </ul>
Fieldwork and sketching		<ul style="list-style-type: none"> <li>Draw a basic map including appropriate use of pictures to represent key features.</li> <li>Create a not to scale sketch map of a place studied.</li> </ul>	<ul style="list-style-type: none"> <li>Use their own basic symbols to create a key.</li> <li>Create a sketch map of a location studied using labels.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>Draw a map of a local location and include human and physical features.</li> <li>From their sketches, they are able to use positional and directional language to locate key features.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a map, linked to fieldwork, with features included accurately.</li> <li>Draw an annotated sketch that includes positional and directional language.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a map of a journey taken (to the Church etc) that includes human and physical features (not to scale).</li> <li>Use sketches as evidence in an investigation.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a map of a real location that emphasises human and physical features to scale. (Eyam) (Link to Ratio).</li> <li>Evaluate their own annotated sketches (against the criteria).</li> </ul>

Data collecting		<ul style="list-style-type: none"> <li>• Answer simple questions by counting the number of objects and then order them from smallest to largest.</li> <li>• Begin to understand the importance of data and what we learn from it.</li> </ul>	<ul style="list-style-type: none"> <li>• Present geographical data using a tally chart, pictogram, block diagrams and simple tables.</li> <li>• Know how important data collected is according to who collected it and when it was collected.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve one and two step problems by looking at charts, pictograms, and tables.</li> <li>• Link data to conclusions, understanding that different sources are more reliable than others.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how data may change over time according to the time of day and the time of year.</li> <li>• Recognise that initial ideas may change as a result of our observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve comparison, difference and sum questions using information presented in a line graph or other statistical tables.</li> <li>• Select evidence from the range that is most reliable considering validity and bias.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct line graphs and pie charts arising from your own line of enquiry.</li> <li>• As a result of their findings, know what the next set of questions are to ask.</li> </ul>
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