| **Geography** | **EYFS** | **Key Stage One** | | **Key Stage Two** | | | |
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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Processes and Changes** | **Identify simple changes in the environment, giving reasons for these where possible** | **Know that places change over time and that there is often a range of evidence to show less** | | **Know that's both primary and secondary sources of evidence show process and change** | | **Understand the reasons for different processes and resulting changes in a range of locations** | |
| **Human Geography** | **Know that human geographical features on man-made** | **Know some basic human geographical features in the focus area that describes them** | | **Know, compare and describe some human geographical features in the wider world** | | **recognise understand and explain patterns in human geography** | |
| **Physical Geography** | **Know that physical geographical features are natural** | **Know some basic physical geographical features in the focus area and describe them** | | **Know, compare and describe some physical geographical features in the wider world** | | **Understand the physical geography of a place influences the lives of its inhabitants** | |
| **Geographical vocabulary** | **Know and understand simple propositional and directional language** | **Know and understand simple vocabulary related to place** | | **Know and understand key vocabulary related to geographical processes** | | **Know and understand will technical vocabulary for example biome, climate zone** | |
| **Locations and Environments** | **Know the names of places in their immediate locality and say what those places are like** | **Name and locate some key places in their own country and countries in the wider world** | | **Know and understand the interrelationship between location and environment** | | **Compare and contrast diverse locations and environments** | |
| **Similarities and differences** | **Name some similarities and differences between places that are familiar to them** | **Identify basic similarities and differences between a range of locations and environments** | | **Understand how and why some places and features are similar or different give reasons** | | **Understand why different places employ different strategies for solving similar problems** | |
| **Investigation** |  | * Explore and discover the interesting features of a local environment * Explore and Discover where different foods come from | * Ask and respond to geographical questions about people, places and environments * Investigate, measure and record changes in the weather | * Ask and respond to questions to develop a sense of place * Collect and record evidence and begin to offer explanations * Investigate key aspects of human and physical geography * Explore places with different climate zones | * Ask and respond to geographical questions and offer their own ideas * Explore places with different climate zones and compare and describe how climate affects living things | * Ask suitable geographical questions leading to investigation * Investigate ways in which environments can be improved * Investigate using an increasing range of primary and secondary sources of information | * Ask questions, explore, describe and explain geographical patterns, similarities, differences * Collect and record evidence independently * Investigate ways in which environments can be managed sustainably and why is it important now and in the future |
| **Observation** |  | * Recognise and observe main human and physical features * Recognise different types of weather and climate | * Recognise, observe, describe and record physical and human features * Identify links between the locality and other places in the UK and beyond * Discuss how weather affects our lives * Locate features on globes commer maps and plans | * Identify where significant places are located in the UK, Europe and the wider world * Identify similarities and differences between places and environments and understand how they are linked * Identify how the ways in which people live sometimes have consequences for the environment | * Identify where significant places are located in the UK, Europe and the wider world * Observe and appreciate the relationship between the physical, built and economic and social environments * Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others | * Analyse evidence and draw conclusions * Identify a range of geographical processes that cause change in the physical and human world in different places | * Identify and explain different views that people, include themselves, hold about topical geographical issues * Observe and explain how human patterns are influenced by both human and physical features |
| **Application** |  | * Express their own views about features of the environment * Communicate in different ways using simple geographical information and vocabulary * Use simple fieldwork skills * Globes, maps and plans * Make simple plans | * Make simple comparisons between features of different places and say how these features influence life there * Use simple compass directions * Communicate in different ways using appropriate geographical vocabulary locational and directional language * Use fieldwork and observational skills to carry out simple tasks * Use aerial photographs and plan perspectives to identify landmarks and features * Make simple maps and plans | * Use appropriate geographical vocabulary to communicate their findings * Collect and analyse a range of data from simple fieldwork experiences * Classes, globes, maps and plans at a range of scales and draw simple maps and plans * Use IT to help in geographical investigations | * Use appropriate geographical vocabulary in communicating findings * Employ a wider range of fieldwork techniques and instruments to collect and analyse a range of data * Describe, compare and offer reasons for their views * Interpret information from different types of atlas, globes, maps and plans to range of scales * Use secondary sources of information IT part of investigations | * Use appropriate geographical vocabulary to communicate in a variety of ways * Use atlasses, globes, maps and digital mapping to range of scales * Draw plans and maps at a variety of scales * Use the eight points of a compass * Use appropriate fieldwork techniques and instruments to observe, measure and record human and physical features in the local area | * Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways * Use atlases, globes, maps and digital mapping at a range of scales, including four and six figure grid reference * Draw plans and maps at a variety of scales * Use symbols and keys when sketching maps, plans and graphs |