| **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
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| **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
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| **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
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