

Geography Skills Taught from EYFS – Y6

St Peters Primary Academy



	Location knowledge	Place knowledge	Physical geography	Human geography	Geographical skills and fieldwork
EYFS	Be able to name places in my day to day life e.g.	I can ask questions about what it is like in another country.	I can use everyday vocabulary to name common physical features.	Show respect for other cultures.	Observe closely what is around me and make comments on what I see.

Year One	Use maps and globes to identify artic areas and understand that both a map and a globe show the same thing. Children to identify the equator. Name and locate the world's seven continents and five oceans. To name and identify key physical features, such as beach, coast, forest, hill, mountain, ocean, river, vegetation (in relation to treasure map) To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Express own views about what it is like in another country. (Artic) Compare food in contrasting countries. To know where in the world some foods come from	Recognise different kind of weather and climate. Know that the night sky in the Artic can differ to the sky we see because of the Northern lights. Express opinions about weather in different places and relate to changes in clothing. Identify seasonal and daily weather patterns in the United Kingdom. (Longitudinal study – We are meteorologists)	To know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm. (In relation to mapping symbols)	Make a simple map To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map To look at aerial photographs and plan perspectives to recognise landmarks and basic physical features
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Year Two	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country i.e. Lima, Peru and London To name and locate the world's seven continents and five oceans. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (Through Paddington Bear visiting London)	Learn about how places have become the way they are and how they are changing. Recognise changes in the environment and identify how the environment may be improved and sustained To identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage using world maps and globes. (Paddington Bear in London)	Know the key physical features of the local area, including appropriate vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation (NC	To know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm especially in relation to our local area.	Use aerial photographs and plan perspectives to recognise landmarks and basic physical features of the local area. Use simple compass directions (North, south, east, west) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map. Know how to locate the school and associate human/physical feature on a map. Learn about how places have become the way they are and how they are changing. Recognise changes in the environment and identify how the environment may be improved and sustained. Know how to locate the school and associate
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					human/physical feature on a map and areal photography and use and construct basic symbols. Use simple fieldwork and observation skills to study to study the geography of St Peters Academy and its grounds and the key human and physical features of the surrounding environment of Easton.
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Year Three	Describe significant places located in the wider world. Locate the world's countries, using maps focusing on India and it's surroundings.	Explore places with different climate zones. Explore the mountain ranges found in India.	Describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers in relation to rainforests. create a climate region map and describe the weather. Understand the journey of a river from source to mouth. They will identify some of the major rivers in India and explore their uses and features. Be able to explain the different physical environments of Indian cities.	Describe and understand key aspects of human geography, including types of settlement and land use. Describe and understand key aspects of human geography, including economic activity, trade links and the distribution of natural resources including energy and food Explore the human features of Indian cities.	Use computer mapping to help describe settlements and their features. Explore places with different climate zones and compare and describe how climate affects living things. Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales. Describe, compare and offer reasons for their views. Use maps. Atlases, globes and digital/computer mapping to locate countries and describe features studied. (rainforests) Indian culture day
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Year Four	Know the location of the continent of Africa and identify its largest countries Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and pole. Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features – British study.	Understand geographical similarities and differences through the study of human and physical geography of region of the United Kingdom, a region in a European country, and a region within North or South America. Comparing Brazil with Scotland and Fiji.	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains. Describe what biomes are and what physical features might help create them.	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links. (In relation to Africa)	Interpret information from different types of atlases, globes, map and plans at a range of scales.
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Year Five	Locate and name five key landmarks in the local area using maps and plans. Identify on OS Map. Learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time.	Describe how physical geography influences the day to day life of inhabitants of an area. (Hong Kong) Describe the movement of people to new settlements and why people leave their home country for other countries. Describe the human and physical features that influence settlement. Describe the importance of trade links and who the UK trades with.	Compare the climate of North America and the UK. Identify a range of geographical processes that cause change in the physical world in different places. (In relation to America and the UK) Identify key landmarks of North America, highlighting how features are formed.	Identify a range of geographical processes that cause change in the human world in different places. (In relation to America and the UK) Identify key landmarks of North America, highlighting key features.	Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six -figure grid references and eight points of a compass. For local study and locating North and South America and their features. Use symbols and key (including the use of Ordnance Survey maps) to build knowledge. Create maps/plans of the local area with symbols and keys, compass directions.
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Year Six	Name and locate countries and cities of the united kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers.	Identify the Prime/Greenwich Meridian and time zones (including day and night) (Mission control topic when discussing space)	Explain how earthquakes occur. Identifying geographical processes, name and locate famous volcanoes and describe different types of volcanic material. Describe tsunamis and their link with earthquakes. Describe the water cycle and relate to drought and flooding. Identify a range of geographical processes that cause change in the physical and human world in different places - know the difference between a tornado and a hurricane.	Describe the use of water in trade links and the distribution of water e.g. drought, flooding.	Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references when identifying UK and world mountains.
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