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|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| National Curriculum Reference(Locational Knowledge) |  | -Name and locate the world’s seven continents and five oceans -Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas | -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 -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 -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) |
| Hilton LaneSpecific (Locational Knowledge) |  | **Local Geography**-To know that we live in Little Hulton To know and locate the four countries of the UK-To know and locate the capital city of England, as well as Scotland, N. Ireland and Wales**Coastal study**  | **Hot and Cold Places** **-**To locate the seven continents and five oceans**Zambia** | **Rivers and Mountains** **Natural disasters** | **Settlement** **Europe**-know that there are 44 countries in Europe | **Climate Zones** -Identify the different lines of latitude -Locate climate zones and the difference between the Northen and Southern hemisphere**South America – The Amazon**-Locate South America on a map-Locate the 12 countries in South America including some of the major cities.  | **North America**-Understand that there are 23 countries  |
| National Curriculum Reference (Place Knowledge) |  | -Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country | -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 |
| Place Knowledge |  | **Local Geography** -Identify where Manchester is on a map-To explore and identify the features in the local area and the school. **Coastal study** | **Hot and Cold Places** **Zambia**-To identify similarities and differences between Manchester and Mugurameno-To identify where the capital city of Zambia is-To understand how populations, education, health care, sporting achievements, politics are similar or different in Zambia and England | **River and Mountains**-Locate and name UK rivers and mountains**Natural disasters** | **Settlement** -To identify a place of settlement**Europe** | **Climate Zones** **South America – The Amazon** | **North America** |
| National Curriculum Reference(Human and Physical Geography) |  | -Identify seasonal and daily weather patterns in the UK and the location knowledge of hot and cold areas of the world in relation to the equator and the North and South Poles.-Use basic geographical vocabulary to refer to:1. key physcial features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vally, vegetation, season and weather 2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | -Describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -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 |
| Hilton Lane Specific(Human and Physical Geography) |  | **Local Geography**-To understand the difference between rural and urban. **Coastal study**-To identify human and physical features of seaside/coastal locations. -To be able to plan a simple route to a seaside destination using basic directional language and compass points – North, South, East and West -To understand coastal features – caves, cliffs and beaches.  | **Hot and Cold Places** -To locate the equator and the North and South Poles-To know where hot and cold places can be found on Earth. -To compare the weather in the UK to other climates -To compare seasonal weather patterns in the UK and other climates COUNTRY TO BE CONFIRMED **Zambia**- | **River and Mountains**-To understand and describe the water cycle.-To explain how human activity can affect rivers including the effects of flooding and land use.-Describe how mountains and rivers are formed and how they have changed over time.**Natural disasters**-To understand that there are positives and negatives to living near a volcano-To understand why earthquakes occur and how the impact affects the land and people-To understand how we prepare for and try to minimise the impact of an earthquake  | **Settlement** -To understand what early settlers would need to survive and how this differs from today-To understand how land is used in settlement **Europe**-To describe human and physical features of some countries in Europe.-To compare similarities and differences between some Paris and Manchester / London | **Climate Zones** **-**Explain how lines of latitude link to climate-Identify the differences between the Northern and Southern hemisphere-To identify the characteristics of different climate zones**South America – The Amazon**-To identify the human and physical features of South America-To make comparisons between Brazil and the UK-To understand how human activity can affect wildlife in the Amazon.-To understand the importance of the Amazon rainforest and how this impacts on us.  | **North America**-To compare human and physical features (settlement, land-use, economic activity, trade and natural activity) |
| National Curriculum Reference (Geographical skills and fieldwork) |  | -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage -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-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key-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 | -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -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 -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. |
| Hilton Lane Specific (Geographical skills and fieldwork).   |  | **Local Geography**- To understand how rivers and mountains are shown on a map.-To devise a simple map of the school with basic symbols with a given key.-To use directional language including; near, far, left or right.**Coastal Study**-To use aerial photographs to recognise landmarks and basic human and physical features.  | **Hot and Cold Places** **Zambia**-Use simple compass directions  | **River and Mountains**-To locate rivers and mountains on a map.**Natural disasters**-To locate the ‘Ring of Fire’ using an atlas, aerial photos and digital mapping | **Settlement** -To use the eight points of a compass, six figure grid references, symbols and keys.**Europe**To use atlases, aerial photographs and digital mapping to identify key physical features | **Climate Zones** **South America – The Amazon**- | **North America** |
| Hilton Lane Specific Vocabulary  |  | **Local Geography**Street, road, church, map symbol, urban, rural**Coastal Study**Cliff, tide, beach, island, caves, lighthouse  | **Hot and Cold Places** North Pole, South Pole, poles, desert, equator, continents, oceans, country**Zambia**European, African, climate, population, Zambia  | **Rivers and Mountains** Mouth, sources, erosion, deposition, stream, banks, Peak, valley, cliff, ridge, summit, range, mountains, flooding**Natural disasters** Eruption, aftershock, tsunami, magma, lava, dormant, fault, magnitude, landslide, tectonic plates, saturated, volcano, earthquake, seismic waves  | **Settlement**Settler, trade, economy, survival, invation**Europe** European Union, Mediterranean, Euros, Brexit | **Climate Zones**Climate, equator, latitude/longitude, Northern and Southern hemisphere, Arctic circle, Tropic of Cancer**South America- the Amazon**Deforestation, endangered, vegetation, extinction, destruction  | **North America** **American president, democratic party, immigration, allegiance, state, national park,**  |

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|  | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| Year 1 | The UK - Local Geography |  |  | Coastal Study |
| Year 2 | Hot & Cold Places |  | Africa (Zambia) - a non EU comparison |  |  |
| Year 3 |  |  | Rivers & Mountains |  | Natural disasters – Earthquakes and volcanoes |
| Year 4 | Settlements | Europe – an EU comparison |  |  |
| Year 5 | South America – a non EU comparison |  |  |  | Climate Zones |
| Year 6 | North America – a non EU comparison |  |  |  |  |  |