

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location	<p>Is able to say where they live and where they go to school (village, town and country)</p> <p>Use maps to find known locations.</p>	<p>Is able to say their address (e.g. I live at 10 Summer Drive, Scapegoat Hill, Huddersfield)</p> <p>Label the 4 UK countries.</p> <p>Recognise the shape of the British Isles on map of Europe.</p> <p>Identify the 7 continents using an infant atlas.</p>	<p>Locate and name home city e.g. Huddersfield on an infant atlas map of England.</p> <p>Identify the 4 capital cities of the UK on a map of the British Isles e.g. London, Edinburgh.</p> <p>Recognise the shape of the British Isles on a map of the world e.g. infant atlas.</p> <p>Label 7 continents, 5 oceans and the equator and the North and South Pole e.g. infant atlas.</p>	<p>Locate and name 5 key UK cities e.g. Birmingham, Manchester, Leeds, Glasgow, Newcastle, Liverpool</p> <p>Identify UK seas e.g. North Sea, Atlantic, English Channel - Junior Atlas.</p> <p>Locate and name 5 key countries in Europe e.g. France, Spain, Germany, Italy, other relevant - Junior Atlas.</p> <p>Label 7 continents, 5 oceans and the equator and the North and South Pole e.g. junior atlas.</p>	<p>Locate and name 5 key English counties e.g. Yorkshire, Cumbria, Lancashire, Devon, Cornwall, Kent, Greater Authorities.</p> <p>Locate mountains in Britain e.g. Pennines, Cairngorms, Grampians, Lake District, Snowdonia.</p> <p>Locate and name 5 key countries and their capital cities in Europe plus Turkey and Russia e.g. France, Germany, Spain, Italy, Netherlands, Greece other relevant - Junior Atlas.</p> <p>Identify northern and southern hemisphere e.g. junior atlas.</p> <p>Identify time differences in Europe and show the Greenwich Meridian.</p>	<p>Locate and name key British rivers e.g. Thames, Severn, Dee, Tay, local e.g. Colne and Holme Rivers.</p> <p>Locate and name 7 key countries and their capital cities beyond Europe e.g. USA, China, Australia, Canada, Japan, Brazil, South Africa.</p> <p>Identify five countries that make up the commonwealth e.g. Singapore, India, Australia, Canada and Jamaica.</p> <p>Identify the lines of longitude and latitude e.g. junior atlas.</p>	<p>Label a map of the UK and populate a map using prior learning from EYFS to Y6.</p> <p>Locate and name at least 1 country and their capital cities in all 7 continents e.g. USA, China, Australia, Canada, Japan, Brazil, South Africa.</p> <p>Identify the tropics e.g. junior atlas.</p> <p>Identify time differences around the world</p>
Human	<p>Can identify familiar human geography features in their local area e.g. shop, house, road</p>	<p>Can identify less familiar human geography features in own community e.g. as appropriate, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Name and sort human geographical features from hot and cold locations e.g. types of housing.</p> <p>Recognise human features that give places their character e.g. comparison between buildings Manchester and local area or village.</p>	<p>Order types of settlements e.g. hamlet, village, town and city.</p> <p>Describe the different ways land is used in different types of settlements e.g. housing, farm land and commercial.</p>	<p>Identify the features of a suitable location to build a settlement e.g. flat land or mountain environment.</p> <p>Explain why land is used in different settlements e.g. why are mountain areas not densely populated.</p>	<p>Describe and understand the impact of human settlements and land use e.g. the impact of humans on the rainforest.</p> <p>Understand the distribution of natural resources e.g. availability of water in Europe compared to Africa.</p> <p>Describe and understand economic activity e.g. chocolate and Fairtrade.</p>	<p>Describe and understand the impact of human settlements and land use e.g. the growth of towns and cities in the industrial revolution.</p> <p>Understand and compare the distribution and impact of use of natural resources e.g. availability of water and oil in the Middle East – an interconnected world.</p> <p>Describe and understand economic activity in the UK and at least one other country.</p>

Physical	<p>Identify familiar physical geography features in their local area e.g. hill, field, trees, plants, pond or stream.</p> <p>Name the four seasons and describe the weather e.g. it is summer so it might be sunny.</p> <p>Identify places found in immediate local area e.g. houses, supermarkets and shops, school, park.</p>	<p>Identify less familiar physical geography features in own community as appropriate, including: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</p> <p>Identify and order the seasons and associated weather e.g. summer comes before Autumn when it gets colder.</p>	<p>Name and sort physical geographical features from hot and cold locations e.g. desert, ice, grassland</p> <p>Recognise physical features that give places their character e.g. comparison between local area and a contrasting location.</p> <p>Identify seasons and link to months of the year.</p>	<p>Describe and explain why physical features differ in one location to another e.g. desert in a hot country, lush green field in a temperate climate.</p> <p>Explain structure and formation of volcanoes and the cause of earthquakes.</p> <p>Explain the impact of natural disasters on people's lives.</p> <p>Compare and contrast physical and human geography of a region in the UK and a region in a European country e.g. follow other curricular areas or the news etc...</p>	<p>Explain why one physical area is more suited to a purpose than another e.g. crops grown on flat land as opposed to mountains.</p> <p>Sequence and briefly describe the water cycle.</p> <p>Explain how mountains are formed.</p> <p>Compare and contrast physical and human geography of a region in the UK and a region in a European country e.g. different to Year 3 and follow other curricular areas or the news etc.</p>	<p>Identify and describe 3 different biomes out of: aquatic, forest, desert, tundra, and grassland e.g. climate, plant life, animals and land use.</p> <p>Explain how rivers are formed.</p> <p>Compare and contrast physical and human geography of an area in the UK and outside of Europe e.g. Australia.</p>	<p>Describe and understand vegetation belts e.g. the conditions in a geographical area dictates what can grow and live there.</p>
Place		<p>Identify and describe the location of key features in the local area e.g. the church is next to school but a supermarket is long way away</p> <p>Compare and contrast different types of houses in the local area e.g. flats, terraced houses, bungalow.</p>	<p>Compare and contrast the local area with a contrasting locality e.g. Huddersfield compared to Scarborough.</p> <p>Compare an area of the UK with another country outside of Europe e.g. compare a village in the UK with a village in Mexico.</p>	<p>Know the difference between England, UK and the British Isles.</p>		<p>Rising water levels/Melting ice caps Understand that, as the world heats up, the water levels rise.</p>	<p>Compare and contrast physical and human geography of an area in the UK and outside of Europe e.g. the United States of America.</p>
Climate Change	<p>Litter belongs in a bin.</p> <p>Understand why litter is harmful to the world (e.g. ingested by animals, unsightly).</p>	<p>Walking is better than driving car.</p> <p>Understand that some vehicles cause pollution e.g. diesel fumes.</p> <p>Understand that walking is pollution-free and that public</p>	<p>Purposeful plastic</p> <p>Describe the impact that plastic use has on our Earth e.g. plastic remaining in the ocean.</p> <p>Explain different choices in the way that plastic is used e.g. using a plastic</p>	<p>Extreme weather</p> <p>Explain the link between climate change & extreme weather e.g. hurricanes, tornadoes, heat waves, wildfires.</p>	<p>Pollution causes the Greenhouse Effect.</p> <p>Know that burning fossil fuels creates too many greenhouse gases in the atmosphere.</p> <p>Understand the role of renewable energy sources and the role of carbon capture e.g.</p>	<p>Understand and explain how individuals have a role to play in reducing their own carbon footprint</p>	<p>Explain why deforestation happens and the impact which this has on the environment e.g. palm oil crops, housing, cattle farming, making paper.</p> <p>Understand the roles that individuals can take to protect</p>

	Understand that recycling makes new items from rubbish (e.g. plastic bottles).	transport and electric cars reduce pollution.	box rather than cling film.	Explain ways that people have adapted to manage extreme weather e.g. building on stilts/springs.	wind turbines, solar panels, hydro-electricity.		forests e.g. plant a tree, recycling.
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Field work	<p>Observe features of the local area during field work* e.g. on a local walk identify trees, buildings, play areas etc.</p> <p>Draw a simple map e.g. story map of the Three Little Pigs.</p> <p>Find locations on a map (e.g. Google Earth).</p> <p>Use simple directions to describe positions of places and routes e.g. Up, down, left, right.</p>	<p>Describe features of the immediate local area during field work* e.g. on a local walk identify different types of building.</p> <p>Draw a simple map of somewhere that I know e.g. map of the playground or classroom.</p> <p>Use directional vocabulary to describe positions in the classroom e.g. the sink is east of the door.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>Use observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use 2 different types of maps to find locations (e.g. Google Earth and Infant Atlas).</p> <p>Describe features of the local area during fieldwork* e.g. on a fieldtrip to Huddersfield centre identify different building use compared to the school locale.</p> <p>Draw a simple plan (birds eye view) somewhere that I know using agreed symbols.</p> <p>Use number/letter coordinates to locate features on a simple map/aerial photograph e.g. the car is in square 2C.</p> <p>Plan a route using the four points of the compass e.g. a treasure hunt for peers to follow to get to an end point on school grounds.</p>	<p>Describe features of two locations during fieldwork – including digital technology* e.g. use webcams, Digi maps for schools and aerial photographs.</p> <p>Present information in bar charts e.g. rainfall, temperature, wind and rainfall.</p> <p>Draw a simple sketch map incl. physical and natural features e.g. sketch a map of the school playground and field including trees and buildings.</p> <p>Identify five ordnance survey symbols e.g. school, parking, church with tower, library.</p> <p>Use the 8 points of the compass to describe locations e.g to identify North East, North West, North...</p>	<p>Identify and record different types of land use e.g. uses maps and field study to identify difference in land use between Huddersfield and the Lake District.</p> <p>Present information in line graphs e.g. temperature of a mountain region.</p> <p>Draw a sketch map of the local area including ordnance survey symbols e.g. symbols studied in Year 3</p> <p>Use 4 figure grid references to locate and describe features on a map.</p> <p>Use the 8 points of the compass to describe locations and routes on a map e.g. the church is to the North West of the school.</p>	<p>Identify and explain the geographical features of a location * e.g. draw a sketch of a river locality and label the key features.</p> <p>Present information in Pie Charts.</p> <p>Draw a sketch route of a river with key features e.g. bridges, local settlements, roads.</p> <p>Use 6 figure grid references to locate and describe features on a map.</p>	<p>Present information in a range of appropriate sketches, maps, graphs and charts e.g. land use, rainfall, temperature and population comparisons.</p> <p>Use an ordnance survey map to plan and describe a route between two places.</p>
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