

NC Geography – pupils should be taught to:	Y1
understand basic subject-specific vocabulary relating to human and physical geography	See knowledge and understanding below...
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	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries • explore maps of the local area
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	<ul style="list-style-type: none"> • use simple compass directions (N, S, E, W) and locational and directional language • use control/programming of floor turtles etc.
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	<ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
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.	<ul style="list-style-type: none"> • use simple field work and observational skills including simple sketches and using a camera to study the geography of the school and its grounds and the key human and physical features of its surrounding environment
NC Geography – pupils should be taught to:	
Locational knowledge <ul style="list-style-type: none"> • 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 United Kingdom and its surrounding seas 	
Place knowledge <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	
Human and physical geography <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location 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: <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	

NC Geography – pupils should be taught to:	Y2
understand basic subject-specific vocabulary relating to human and physical geography	See knowledge and understanding below...
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	<ul style="list-style-type: none"> • use world maps, atlases at a range of scales and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans • use contents/index to locate country • explore maps of the local area
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	<ul style="list-style-type: none"> • use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map • use control/programming of floor turtles etc. to accurately plan routes
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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • use simple field work and observational skills including simple field sketches, maps and diagrams, use a camera to study the geography of the school and its grounds and the key human and physical features of its surrounding environment
NC Geography – pupils should be taught to:	
Locational knowledge <ul style="list-style-type: none"> • 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 United Kingdom and its surrounding seas 	
Place knowledge <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	
Human and physical geography <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location 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: <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	

NC Geography – pupils should be taught to:	Y3
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<ul style="list-style-type: none"> • use selected maps, atlases, globes and digital/computer mapping to locate countries • use key accurately • use contents/index to locate page quickly and accurately (ICT)
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	<ul style="list-style-type: none"> • use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK
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.	<ul style="list-style-type: none"> • use fieldwork to observe, measure and record including more detailed sketches and diagrams • draw maps more accurately • construct questionnaire
Locational knowledge <ul style="list-style-type: none"> • 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) 	
Place knowledge <ul style="list-style-type: none"> • 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 	
Human and physical geography <ul style="list-style-type: none"> • 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 	

NC Geography – pupils should be taught to:	Y4
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<ul style="list-style-type: none"> • use selected maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. • use contents/index to locate position of location including page/coordinates
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	<ul style="list-style-type: none"> • use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK 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.	<ul style="list-style-type: none"> • 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 and graphs • draw accurate maps and develop more complex keys • show questionnaire results in simple chart
Locational knowledge <ul style="list-style-type: none"> • 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) 	
Place knowledge <ul style="list-style-type: none"> • 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 	
Human and physical geography <ul style="list-style-type: none"> • 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 	

NC Geography – pupils should be taught to:	Y5
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. • locate information/ place with speed and accuracy • use key to make deductions about landscape/ industry/ features etc.
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	<ul style="list-style-type: none"> • 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 UK 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.	<ul style="list-style-type: none"> • 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 • draw in scale • show accuracy of scale • <i>conduct a land use survey</i>
Locational knowledge <ul style="list-style-type: none"> • 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) 	
Place knowledge <ul style="list-style-type: none"> • 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 	
Human and physical geography <ul style="list-style-type: none"> • 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 	

NC Geography – pupils should be taught to:	Y6
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. • locate information/ place with speed and accuracy • use key to make deductions about landscape/ industry/ features etc.
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	<ul style="list-style-type: none"> • 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 UK 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.	<ul style="list-style-type: none"> • 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- • show understanding of pattern/ movement/ change • <i>record measurement of river width/ depth/ velocity</i>
Locational knowledge <ul style="list-style-type: none"> • 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) 	
Place knowledge <ul style="list-style-type: none"> • 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 	
Human and physical geography <ul style="list-style-type: none"> • 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 	