

Phase	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork		
				Map work	Compass and direction	Fieldwork – observe, measure, record and present
EYFS	<p>I can observe features in my local environment by pointing/looking closely.</p> <p>I can name features e.g trees, ground, wall, Grass, road</p> <p>I can say I live in Morecambe</p>	<p>Make observations about their local environment. e.g. the park, school, home.</p> <p>Begin to compare features of different environments e.g. the park to house.</p>	<p>I can use simple vocab to talk about the weather e.g cold, hot, wet, snow</p> <p>I can begin to notice the difference between hot and cold seasons.</p> <p>I can use basic geographical vocab :</p> <p>Physical - tree, sky, grass, sea, forest, beach</p> <p>Human - house, school, shop, carpark, cinema, train station</p>	<p>I can use small world figures to play on large map mats and see the difference between land and sea.</p> <p>I can begin to make marks to represent home.</p>	<p>I can use a simple map with beebots.</p> <p>I can follow one step positional instructions e.g stand up, sit down</p> <p>I can follow positional instructions e.g under the table, stand next to...</p> <p>I can begin to represent journeys e.g using cars on the road and discussing where they are going.</p>	<p>I can make observations on local trips about what I see, naming features e.g cars, house, road, shop</p> <p>I can use words like big and small to describe the things around me.</p>
Ks1	<p>I can make observations about where things are in my school and local area.</p> <p>I can name and locate the seven continents and five oceans.</p>	<p>I can understand geographical similarities and differences between somewhere in the UK and a contrasting non EU country.</p>	<p>I can identify seasonal and daily weather patterns in the UK</p> <p>I can locate hot and cold areas of the world</p>	<p>I can draw picture maps from imaginary places and stories.</p> <p>I can draw a map of a real place known to me (e.g school journey)</p>	<p>I can follow directions (up, down, left, right, forward, backwards)</p>	<p>I can ask and respond to simple questions e.g – where is it? What is it like?</p> <p>I can use picture books, pictures, stories, maps and the internet as sources of information.</p>

	<p>I can name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>I can find the UK on a world map or globe.</p> <p>I can locate hot and cold places on a globe – the equator, north and south poles.</p>	<p>I can use basic geographical vocab:</p> <p>Physical – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather</p> <p>Human – city, town, village, factory, far, house, office, harbour, port, shop</p>	<p>I can begin to understand the need for a key and use agreed symbols to make a key.</p> <p>I can use picture maps and large scale OS maps.</p> <p>I can use an infant atlas to locate places.</p> <p>I can find land and sea on a globe</p> <p>I can add labels of features onto a sketch, map, photograph or aerial photograph.</p> <p>I can look down on objects and draw around them to make a plan view map.</p>	<p>I can follow directions (North, South, East, West)</p> <p>I can follow a route on a map – in the locality/school site.</p> <p>I can use relative vocab – bigger/smaller, like/dislike.</p>	<p>I can investigate my surroundings.</p> <p>I can carry out a simple survey in my school or local area.</p> <p>I can use a simple pro forma to collect simple data- Tally</p>
Lower Ks2	<p>I can begin to identify points on a map – A,B, C</p> <p>I can identify significant places and environments.</p>	<p>I can understand geographical similarities and differences through human and physical geography. (Of a region of the UK,</p>	<p>I can describe and understand key aspects of physical and human geography:</p> <p>Physical – climate zones, biomes, rivers,</p>	<p>I can try to make a map of a short route that I have experienced with the features in the correct order.</p>	<p>I can begin to match boundaries e.g find the boundary of a country</p>	<p>I can ask geographical questions and offer my own ideas.</p> <p>I can use stories, atlases, pictures, photos and the internet as sources of information.</p>

	<p>I can locate the UK on different scale maps.</p> <p>I can name and locate the countries and cities of the UK.</p> <p>I can locate Europe on a large scale map and globe.</p> <p>I can name and locate countries in Europe (Including Russia) and their capital cities, concentrating on their key features and environments.</p>	<p>Europe and North or South America.)</p> <p>I can identify the position of the equator, northern and southern hemisphere and The Arctic and Antarctic circles.</p>	<p>mountains, volcanoes, earthquakes, the water cycle</p> <p>Human – types of settlement, land use, economic activity, trade links, natural resources including energy, food, minerals and water.</p>	<p>I can make a simple scale drawing.</p> <p>I know why a key is needed and use standard symbols on OS maps.</p> <p>I can use large scale OS maps, map sites online and junior atlases.</p> <p>I can identify features on aerial photographs.</p> <p>I can draw a sketch map from a high view point.</p>	<p>I can follow a route on a large scale map e.g. while orienteering</p> <p>I can use 4 compass points to follow or give directions.</p> <p>I can use letter/numbers or co-ordinates to locate features on a map.</p> <p>I can begin to use the 8 compass points.</p>	<p>I can investigate places on more than one scale.</p> <p>I can begin to collect and record evidence.</p> <p>I can analyse evidence and begin to draw conclusions.</p> <p>I can use simple database to present findings from fieldwork.</p> <p>I can draw an annotated sketch from observation including labels, description and titles.</p> <p>Select views to photograph.</p>
Upper Ks2	<p>I can identify significant places and environments on a map.</p> <p>I can locate the world's countries with a focus on North and South America concentrating on their environmental regions, key human and physical characteristics, countries and major cities.</p>	<p>I can understand geographical similarities and differences through human and physical geography. (Of a region of the UK, Europe and North or South America.)</p> <p>I can identify the position of the</p>	<p>I can describe and understand key aspects of physical and human geography:</p> <p>Physical – climate zones, biomes, rivers, mountains, volcanoes, earthquakes, the water cycle</p>	<p>I can begin to draw a variety of thematic maps based on my own data.</p> <p>I can begin to draw plans of increasing complexity.</p> <p>I can draw a sketch map using symbols and a key.</p>	<p>I can use a scale to measure distances</p> <p>I can use maps and plans of a range of scales.</p> <p>I can find/recognise places on maps of different scales e.g River Nile</p>	<p>I can suggest geographical questions for investigating and explain my method of who I will find the answer.</p> <p>I can use primary and secondary sources of evidence.</p> <p>I can collect and record evidence unaided. Such as interviews, databases, surveys</p>

	<p>I can locate the world's countries on a variety of maps. (Particularly areas studied throughout the key stage.)</p> <p>I can locate counties and cities of the UK.</p> <p>I can locate geographical regions and key topographical features of the UK including hills, mountains, coasts and rivers.</p> <p>I can identify the position and significance of:</p> <ul style="list-style-type: none"> - Longitude and latitude - The equator - The hemispheres and tropics - The prime/Greenwich meridian - Time zones (including day and night) 	<p>equator, northern and southern hemisphere and The Arctic and Antarctic circles.</p>	<p>Human – types of settlement, land use, economic activity, trade links, natural resources including energy, food, minerals and water.</p>	<p>I can recognise and use OS symbols and maps with.</p> <p>I can use atlas symbols, contents and index pages.</p> <p>I can recognise the world map as a flattened globe.</p> <p>I can draw a plan map with some accuracy.</p>	<p>I can follow a route on an OS map and describe features shown.</p> <p>I can use 8 compass points.</p> <p>I can use 4 figure co-ordinates to locate features on a map.</p> <p>I can begin to use 6 figure grid references.</p>	<p>I can use graphs to display data collected.</p> <p>I can analyse evidence and draw conclusions e.g temperature of various locations</p> <p>I can look at patterns and explain reasons.</p> <p>I can evaluate the quality of evidence collected and suggest improvements.</p> <p>I can use sketches as evidence in an investigation. I can annotate my sketches and describe and explain geographical processes.</p> <p>I can use photographic evidence in my investigations and evaluate the usefulness of the images.</p>
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