

	Substantive Knowledge and Disciplinary Knowledge			
	Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Reception Marvellous Me Real Superheroes Wonderful World Celebrations Into the Woods Journeys	<ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like/dislike. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Talk about features. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' • Recognise some similarities & differences between life in this country & life in other countries 	<ul style="list-style-type: none"> • Explore their local environment and talk about the changes they see. • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. • Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions • Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> • Examine change over time. • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".. • Describe some actions which people in their own community do that help to maintain the area they live in. • Draw information from a simple map • Interpret range of sources of geographical information, including maps, globes, photographs

<p><u>Year 1</u></p> <p>Weather and Climate</p> <p>UK</p> <p>Local Area</p>	<p>By the end of Year 1, children should know:</p> <ul style="list-style-type: none"> • basic vocabulary and concepts about weather and the climate; • the main nations and features of the UK, including their locations and related key vocabulary; (England, Wales, Scotland, Northern Ireland, United Kingdom) • the location and features of the local area. <p>By the end of Year 1, children should be able to:</p> <ul style="list-style-type: none"> • create a simple weather chart; • annotate a simple map of the UK with some of its key features; • look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used; • work together to create a simple map of the local area; • observe, record, discuss and ask questions about the main features of the local area, based on direct experience; • make connections between their investigation of the local area and what they have learned about weather, climate and the UK; • use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.
<p><u>Year 2</u></p> <p>Continents and Oceans</p> <p>Hot and Cold Places</p> <p>Mugumareno - Zambia</p>	<p>By the end of Year 2, children should know:</p> <ul style="list-style-type: none"> • the names and locations of the world's continents and oceans, and some information about each of them; (Asia, Africa, North America, South America, Antarctica, Europe, Australasia // Pacific, Atlantic, Indian, Southern, Arctic) • where the world's main hot and cold regions are, and some information about what they are like; • the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent; • how their location within hot and cold regions might affect everyday life differently in the UK and Zambia. <p>By the end of Year 2, children should be able to:</p>

	<ul style="list-style-type: none"> • use globes and atlases - and annotate maps - to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa; • use globes and atlases - and annotate maps - to identify the world's hot and cold regions, locating the UK and Zambia within them; • look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK; • use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area; • make use of the four main compass points when describing the location of these key locations and regions.
<p><u>Year 3</u></p> <p>Volcanoes and Earthquakes</p> <p>Climate Zones</p> <p>Local Area</p>	<p>By the end of Year 3, children should know:</p> <ul style="list-style-type: none"> • where the world's main climate zones are building on their prior understanding of hot and cold regions (Tropical, subtropical, temperate, polar); • the names and locations of the world's principal volcanoes and areas at risk from earthquakes (Mount Vesuvius, Mount Etna, Mount Fuji), • the main features and causes of volcanoes and earthquakes; • ways in which the location and physical geography of the region impact on (and are impacted by) human activity - this includes core knowledge about volcanoes and earthquakes, etc; • how people can respond to a natural disaster such as a volcano eruption and an earthquake <p>By the end of Year 3, children should be able to:</p> <ul style="list-style-type: none"> • use and apply appropriate vocabulary when describing the location and distinctive features of volcanoes and earthquakes
<p><u>Year 4</u></p> <p>Rivers</p> <p>Rainforests</p>	<p>By the end of Year 4, children should know:</p> <ul style="list-style-type: none"> • the key elements and features of a river; • the key elements of the water cycle; • the names of - and key information on - the world's main rivers (River Nile, Amazon River, Yangtze River, Mississippi River, Danube River); • basic ideas about flood management;

<p>South America - Amazon</p>	<ul style="list-style-type: none"> • the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo); • the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil; • how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon; • how some human beings have adapted to life in the rainforest and the Amazon. <p>By the end of Year 4, children should be able to:</p> <ul style="list-style-type: none"> • interpret and explain key information on rivers; • evaluate a range of possible flood prevention measures; • use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon; • interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it; • use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.
<p><u>Year 5</u></p> <p>Mountains</p> <p>European Region</p> <p>UK</p>	<p>By the end of Year 5, children should know:</p> <ul style="list-style-type: none"> • the names and locations of the world's principal mountains (Mount Everest, K2, Lhotse, Kilimanjaro, Denali) • the main features and types of mountains; • how some people have adapted to life in mountainous areas; • the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local; • ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens; • ways in which the location and physical geography of the region impact on (and are impacted by) human activity - this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains

	<ul style="list-style-type: none"> • ways in which the location and distinctive features of <i>Greece</i> and the <i>Athens</i> region (including everyday life) compare and contrast with those of other places studied; • about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day <i>Greece</i> compares and contrasts with its past). • the location and principal features of the <i>UK</i> and their local region when seen at a range of scales, from the global to the immediately local; • ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the <i>UK</i> and their local region; • ways in which the location and physical geography of the <i>UK</i> and their local region impact on (and are impacted by) human activity in the region; • ways in which the location and distinctive features of the <i>UK</i> and their local region compare and contrast with those of other places studied. <p>By the end of Year 5, children should be able to:</p> <ul style="list-style-type: none"> • interpret a range of maps and aerial views of <i>Athens</i>, <i>Greece</i> and the <i>Mediterranean</i> region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the <i>Mediterranean</i>); • look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints; • use globes and atlases to identify the location of <i>Greece</i> and the <i>Mediterranean</i>; • use and apply appropriate vocabulary when describing the location and distinctive features of mountains, the <i>Mediterranean</i>, <i>Greece</i> and <i>Athens</i>. • interpret a range of maps of the <i>UK</i> and the local region and apply this information to their understanding of it; • use maps and supporting information to route-plan a tourist trip around the capital cities of the <i>UK</i>;
<u>Year 6</u>	<p>By the end of Year 6, children should know:</p> <ul style="list-style-type: none"> • the location and main human and physical features of <i>North</i> and <i>South America</i>; • the location and human/physical features of <i>Rio de Janeiro</i> and <i>South-East Brazil</i>, as a region in <i>The Americas</i>, comparing and contrasting this region with places previously studied;

<p>Local Area and Region</p> <p>Rio and SE Brazil</p>	<ul style="list-style-type: none"> • how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied; • the location of South-East Brazil and Rio de Janeiro within the South American continent; • about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro. <p>By the end of Year 6, children should be able to:</p> <ul style="list-style-type: none"> • use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change; • use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region; • use appropriate vocabulary when describing key information about the UK and the local region to external audiences. • use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil; • use globes, atlases and maps to identify the main human and physical features of North and South America; • interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied; • use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).
---	---