

Geography

Component: UK and Local area

Foundation Stage	Year 1/2 2025/26	Year 1/2 2024/25	Year 3	Year 4	Year 5	Year 6
<p>Describe a familiar route.</p> <p>Explore the natural world around them; in provision, the school grounds and local area.</p> <p>Use information from experiences, talking, stories and non-fiction texts to describe their immediate environment; the classroom, outdoor areas and wider school grounds.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</p> <p>Know about the local area, and name and locate key landmarks. Name the human and physical features of Boroughbridge and describe these features. Create a map of the local area using images or drawings to show the human and physical features.</p>		<p>Locate the UK on a map and describe its location.</p> <p>Name and locate some major urban areas and locate Boroughbridge using locational terminology (north, south, east, west) and the names of nearby counties.</p> <p>Locate and describe some human and physical characteristics of the UK.</p> <p>Locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</p>		<p>Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</p> <p>Recognise broad land-use patterns of the UK. (e.g. use a blank map to create a 'Highest, longest, biggest' challenge – locate the longest river and highest point of each country of the UK, as well as their own categories such as waterfall, lake or city population).</p>	
	<p>Locating and identify areas of the UK: The 4 countries in the UK and their capital cities.</p>	<p>Map Atlas skills, field work in school locality.</p>	<p>Physical and Human Geography – key differences between living in the UK and a country in N/ S America Brazil / USA</p>	<p>Geographical skills – mapwork and fieldwork</p>	<p>Similarities and differences between an area of the UK and a European Country – Rural Spain</p>	<p>Physical and human geography: features of rivers. The River Ure and Yorkshire UK region Study, Rivers and the water cycle</p>
			<p>Geographical skills – mapwork and fieldwork</p>	<p>Change in Mountains and Coasts</p>	<p>Geographical skills – mapwork and fieldwork</p>	<p>Map work – the world and UK in-depth</p>

Component: The world and continents

<p>Know that there are different countries in the world through images, experiences or stories and talk about the differences.</p> <p>Talk about similarities and differences between life in different countries using knowledge from stories, non-fiction books and some maps.</p> <p>Compare different environments such as natural and human from their own experiences and those in stories.</p>	<p>Name and locate the seven continents and five oceans on a globe, map or atlas (e.g. use some specific place knowledge of continents to describe the location of the habitat of a significant animal such as penguins or meerkats).</p>	<p>Locate some countries in Europe and North and South America on a map or atlas.</p> <p>Name and locate key countries in Europe and North/South America (A focus on Brazil in comparison studies).</p> <p>Identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude (this will link closely to the places studied in the cycle e.g. when in Year 3 they will learn about the equator, tropics of Capricorn and Cancer and relate this to the climate/vegetation).</p>	<p>Locate cities, countries and regions of Europe and North and South America on a map, globe or atlas.</p> <p>Describe key physical and human characteristics and environmental regions of Europe and North and South America.</p> <p>Locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p>								
	<p>Identify the location of hot and cold areas of the world: In relation to the Equator and the North/South Pole.</p>	<p>Where would you prefer to live: England or Kenya?</p>	<table><tr><td><p>Rainforest</p></td><td></td></tr><tr><td><p>Physical and Human Geography – key differences between living in the UK and a country in N/ S America Brazil / USA</p></td><td></td></tr></table>	<p>Rainforest</p>		<p>Physical and Human Geography – key differences between living in the UK and a country in N/ S America Brazil / USA</p>		<table><tr><td><p>Geographical skills – mapwork and fieldwork</p></td><td rowspan="2"><p>Map work – the world and UK in-depth</p></td></tr><tr><td><p>Similarities and differences between an area of the UK and a European Country – Rural Spain</p></td></tr></table>	<p>Geographical skills – mapwork and fieldwork</p>	<p>Map work – the world and UK in-depth</p>	<p>Similarities and differences between an area of the UK and a European Country – Rural Spain</p>
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Component: Physical Themes											
<p>Use vocabulary like ‘in front of’ and ‘behind’ to discuss known journeys and places.</p> <p>Through provision and activities use their senses to explore a range of natural materials.</p> <p>Explore the natural world around them and</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Describe which continents have significant hot or cold areas and relate these to the poles and equator (e.g. describing the animals which live in the habitat and why they live there.)</p> <p>Describe the natural environment in their local area, the UK and near the equator/poles using key geographical vocabulary.</p>	<p>Locate different climate zones on a globe, atlas or map and describe the characteristics of these zones using appropriate vocabulary and focussing on key regions studied.</p> <p>Use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>Describe a mountain environment in the UK, using appropriate geographical vocabulary.</p>	<p>Understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest.</p> <p>Describe what the climate of a region is like and how plants and animals are adapted to it (Spain and Yorkshire in regional studies in year 5).</p> <p>Describe and understand a range of key physical processes and the resulting landscape features.</p>								

develop an understanding of the need to protect it. Through experiences, stories, pictures and information books recognise that there are different environments and compare these to our own. Explain some of the similarities and differences between life in England and other countries. Talk about the important processes and changes around them including weather and seasons. Use information from experiences, talking, stories and non-fiction texts to describe their immediate environment; the classroom, outdoor areas and wider school grounds.			Describe the water cycle process and sequence, using appropriate vocabulary. Name and describe some of the processes associated with rivers and mountains (e.g. volcanic eruption and water erosion, transportation, deposition etc). Understand how a mountain region was formed.		Name and describe some of the processes associated with rivers and mountains (e.g. volcanic eruption and water erosion, transportation, deposition etc).	
	Seasonal and daily weather patterns in the UK. Identify the location of hot and cold areas of the world: In relation to the Equator and the North/South Pole.	Map Atlas skills, field work in school locality. Where would you prefer to live: England or Kenya? Why do we love to be beside the seaside?	Physical and Human Geography – key differences between living in the UK and a country in N/ S America Brazil / USA	Volcanoes, Earthquakes and Tsunamis	Similarities and differences between an area of the UK and a European Country – Rural Spain	Physical and human geography: features of rivers. The River Ure and Yorkshire UK region Study, Rivers and the water cycle
			Rainforest	Change in Mountains and Coasts	Physical Geography: Climate change	Map work – the world and UK in-depth
Component: Human Themes						
Use vocabulary like ‘in front of’ and ‘behind’ to discuss known journeys and places.	Describe the human environment in their local area, the UK and Kenya using key geographical vocabulary.		Identify a range of settlement sizes from a village to a city and describe the characteristics of these.		Know and understand what life is like in cities and in villages and in a range of settlement sizes.	

Through experiences, stories, pictures and information books recognise that there are different environments and compare these to our own.	Describe the key activities that happen in their local area, the UK and Kenya using key geographical vocabulary.		Describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research different cities and identify how they are different and similar).		Explain that products we use are imported as well as locally produced. Understand where our energy and natural resources come from (e.g. prepare a presentation explaining and advocating for different energy sources).	
Explain some of the similarities and differences between life in England and other countries. Use information from experiences, talking, stories and non-fiction texts to describe their immediate environment; the classroom, outdoor areas and wider school grounds.	Identify the location of hot and cold areas of the world: In relation to the Equator and the North/South Pole.	Map Atlas skills, field work in school locality. Where would you prefer to live: England or Kenya? Why do we love to be beside the seaside?	Physical and Human Geography – key differences between living in the UK and a country in N/ S America Brazil / USA	Geographical skills – mapwork and fieldwork	Physical Geography: Climate change	Map work – the world and UK in-depth
			Geographical skills – mapwork and fieldwork		Similarities and differences between an area of the UK and a European Country – Rural Spain	
Component: Understanding places and connections						
Use vocabulary like ‘in front of’ and ‘behind’ to discuss known journeys and places. Explore the natural world around them and develop an	Make observations about, and describe, Boroughbridge and the local area including; its physical and human geography. Describe the differences between environments due related to the equator and the poles. Describe the physical and human geography of a Kenya.		Describe the physical and human geography of the UK, Yorkshire and Boroughbridge. Explain why some regions studied are different from others (Boroughbridge, Brazil etc).		Understand how a region has changed and how it is different from other regions of the UK (e.g. Boroughbridge/Yorkshire and an urban/city environment). Know information about rural Spain, its physical environment and climate, and economic activity.	

<p>understanding of the need to protect it.</p> <p>Through experiences, stories, pictures and information books recognise that there are different environments and compare these to our own.</p> <p>Explain some of the similarities and differences between life in England and other countries.</p> <p>Use information from experiences, talking, stories and non-fiction texts to describe their immediate environment; the classroom, outdoor areas and wider school grounds.</p>	<p>Describe Boroughbridge and their local area and how it is different and similar to Kenya.</p>		<p>Describe and compare similarities and differences between Boroughbridge and Manaus.</p> <p>Understand how the human and physical characteristics of Boroughbridge and Manaus in Brazil are connected and make it special.</p> <p>Understand how physical processes can cause hazards to people and describe some advantages and disadvantages of living in these areas (e.g. the eruption of volcanoes, earthquakes and tsunamis).</p>		<p>Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Understand how human activity is influenced by climate and weather.</p> <p>Understand hazards from physical environments and their management (e.g. severe weather, droughts, flooding, climate change).</p> <p>Can explain several threats to wildlife/habitats (e.g. why the Amazon Rainforest is valuable and under threat, and how it can be protected).</p>	
	<p>Seasonal and daily weather patterns in the UK.</p> <p>Identify the location of hot and cold areas of the world: In relation to the Equator and the North/South Pole.</p>	<p>Map Atlas skills, field work in school locality.</p> <p>Where would you prefer to live: England or Kenya?</p> <p>Why do we love to be beside the seaside?</p>	<p>Physical and Human Geography – key differences between living in the UK and a country in N/ S America</p> <p>Brazil / USA</p>	<p>Volcanoes, Earthquakes and Tsunamis</p>	<p>Similarities and differences between an area of the UK and a European Country – Rural Spain</p> <p>Physical Geography: Climate change</p>	<p>Physical and human geography: features of rivers.</p> <p>The River Ure and Yorkshire</p> <p>UK region Study, Rivers and the water cycle</p>
Component: Map and atlas work						
<p>Use vocabulary like ‘in front of’ and ‘behind’ to discuss known journeys and places.</p> <p>Talk about a simple map and what it tells us.</p>	<p>Use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>Use an atlas or map to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</p>		<p>Use a map or atlas to locate some countries and cities in Europe and South America including; Brazil, Manaus, Spain.</p> <p>Use an atlas to locate the UK and locate the key areas studied; locate where they live in the UK.</p> <p>Use four-figure grid references.</p>		<p>Use physical and political maps to describe key physical and human characteristics of rural regions of Spain and the UK.</p> <p>Use globes, world maps and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p>	

Use information from maps to describe their immediate environment; the classroom, outdoor areas and wider school grounds. Explain some of the similarities and differences between life in England and other countries using simple maps.	Describe a well-known journey on a map of the local area using simple compass directions and locational and directional language. Use a map, atlas or globe to identify the location of hot and cold places of the world.		Give direction instructions up to eight compass points. Use OS map of the local area to locate known places and identify human and physical features using the keys and symbols.		Use four-figure grid references and find six-figure grid references. Using a map can describe height and slope of key areas studied including volcanic areas. Recognise, read and compare the difference in map scales.	
	Locating and identify areas of the UK: The 4 countries in the UK and their capital cities. Identify the location of hot and cold areas of the world: In relation to the Equator and the North/South Pole.	Map Atlas skills, field work in school locality. Where would you prefer to live: England or Kenya?	Physical and Human Geography – key differences between living in the UK and a country in N/ S America Brazil / USA Geographical skills – mapwork and fieldwork	Geographical skills – mapwork and fieldwork	Geographical skills – mapwork and fieldwork	Map work – the world and UK in-depth Similarities and differences between an area of the UK and a European Country – Rural Spain
Component: Fieldwork and investigation						
Explore the outdoor area, noticing and naming its features. Experience different weather conditions and talk about their impact on the environment. Through provision and activities use their senses to explore a range of natural materials.	Use aerial photos to identify physical and human features of a Boroughbridge. Draw a simple map with a basic key of places showing landmarks. Keep a weekly weather chart based on first-hand observations using picture symbols and present this data. Locate features of the school grounds on a base map (e.g. go into the playground to observe the weather and record this, building up a table of information to be discussed and described).		Make a map of a short route with features in the correct order and in the correct places. Make a simple scale plan of a room. Present information gathered in fieldwork using simple graphs. Use the zoom function of a digital map to locate places. In a group, carry out fieldwork in the local area selecting appropriate techniques (e.g. create a river in the playground using		Make sketch maps of areas using symbols, a key and a scale. Use digital maps to investigate features of an area. Present information gathered in fieldwork using a range of graphs (e.g. research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers). Plan and carry out a fieldwork investigation in the local area using appropriate techniques (e.g. plan and carry out an	

