

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Talk about members of their immediate family and community. • Understand that some places are special to members of their community. 	<ul style="list-style-type: none"> • I can name the four countries in the United Kingdom and locate them on a map. #1a • I can name the capital cities of England, Wales, Scotland and Ireland. #1a, b, c • I can name the seven continents of the world. #1b • I can explain where I live and tell someone my address. #1a 	<ul style="list-style-type: none"> • I can identify characteristics of the four UK countries. #2a • I can name the UK's surrounding seas. #2a • I can locate and label the seven continents of the world, and the five oceans. #2a • I can find where I live on a map of the United Kingdom. #2a 	<ul style="list-style-type: none"> • Compare the time difference between the UK and another country. #3b • Locate and name key UK towns/cities and geographical regions #3 a, c • Name and locate countries in Europe – including Russia – and their major cities. #3c • I can identify the Equator. #3b 	<ul style="list-style-type: none"> • Compare the time difference between the UK and another 2 countries e.g., New Zealand and another European country #4b • Locate and name UK counties. #4c • Name and locate countries in Europe and beyond and their major cities. #4b • I can identify the Equator, Northern Hemisphere, and Southern Hemisphere. #4b 	<ul style="list-style-type: none"> • Identify time differences and show an understanding of GMT #5a • Name and locate countries in South America – and their major cities. (Amazon River) #5b • I can identify the Equator, Northern Hemisphere, Southern Hemisphere, and the significance of latitude and longitude. #5a, c • Research one topographical feature in the UK (river) #5b 	<ul style="list-style-type: none"> • Identify time differences around the world – in relation to GMT. #6b, c • Name and locate countries in North America – and their major cities. #6a • I can identify the Equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle #6a,b,c
Place	<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. • Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> • Compare two areas within the UK – one being the local area. (Blackpool) #1c 	<ul style="list-style-type: none"> • Compare an area of the UK with a contrasting non-European country (Kampong Ayer – Brunei) #2a 	<ul style="list-style-type: none"> • Compare physical and human geography of a region in the UK and a region in another European country (Germany – Berlin) #3c 	<ul style="list-style-type: none"> • Compare physical and human geography of a region in the UK (Sowerby Bridge) and a region in a non-European country (New Zealand) Atacama desert #4a 	<ul style="list-style-type: none"> • Compare physical and human geography of a region in the UK, an EU country and a South American country. Vestnannaeyjar Island off Iceland #5a 	<ul style="list-style-type: none"> • Compare physical and human geography of a region in the UK, an EU country and a North American country. #6a, b, (Australia, Gambia, Africa)
Human & Physical	<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK. #1b • Recognise features that give places their character (Halifax Vs Seaside Town) #1c • Use the following basic geographical vocabulary: beach, cliff, coast, sea, ocean, season, weather, city, factory, farm, house, office, port, harbour and shop. #1a,b,c 	<ul style="list-style-type: none"> • Locate hot and cold areas of the world in relation to the equator and the North and South Poles. #2a, b, c • Recognise features that give places their character (Lake District Vs Himalayas) #2b, c • Use the following basic geographical vocabulary: forest, hill, mountain, river, soil, valley, vegetation town, village #2 a, b, c 	<ul style="list-style-type: none"> • Understand the term 'land use'. #3b • Explain the effect of natural disasters on people's lives. #3a,b 	<ul style="list-style-type: none"> • Define the term 'land use' #4a,c • Explore types of settlement #4b • Explain how a natural resource is distributed (Water) #4a • Explain the structure and formation of volcanoes, and the cause of earthquakes. #4b 	<ul style="list-style-type: none"> • Describe and understand key aspects of settlements and land use (rainforest) #5a, b • Explain the difference between weather and climate #5b, c, • Recognise the six climate zones #5c • Define vegetation and biome #5b • Explain how mountains are formed #5c • Sequence and briefly describe the water cycle #5b 	<ul style="list-style-type: none"> • Describe and understand aspects of trade links and distribution of natural resources (energy, minerals and water) #6a, b, c, • Describe and understand economic activity #6a. c. • Explain two factors that affect climate #6a, b, • Describe and understand aspects of terrain distribution of natural resources (Fairtrade) #6c
Mapping	<ul style="list-style-type: none"> • Draw information from a simple map. 	<ul style="list-style-type: none"> • Use simple directions – up, down, left, right – to describe a route. Use the directional language – near/far. #1a • Draw a simple map of a familiar place (classroom/ bedroom) #1a • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied. #1a, b, c 	<ul style="list-style-type: none"> • Use compass directions – 4 points #2c • Use number/letter coordinates to locate features on a map #2a • Draw a pictorial map of a familiar route using landmarks #2a • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied #2 a, b, c 	<ul style="list-style-type: none"> • Use 4 figure grid references to locate and describe features on a map #3c • Draw sketch maps/plans using standard agreed symbols #3c • Use maps, atlases, globes and digital/computer mapping to locate countries - including the use of an index and contents page. #3a, b, c 	<ul style="list-style-type: none"> • Use compass directions – 8 points #4b • Continue to use 4 figure grid references to locate and describe features on a map #4b • Draw sketch maps/plans using OS maps #4b • Use maps, atlases, globes and digital/computer mapping to locate countries - including the use of an index and contents page. #4a,b,c 	<ul style="list-style-type: none"> • Select an appropriate map for a purpose #5c • Use compass directions – 8 points #5b • Use 6 figure grid references to locate and describe features on a map #5a • Create a sketch map using symbols showing some awareness of OS symbols #5b, c • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. #5a, b, c, 	<ul style="list-style-type: none"> • Use compass directions – 8 points #6a • Continue to use 6 figure grid references to locate and describe features on a map #6a • Create a sketch map using symbols showing a greater awareness of OS symbols #6a, c, • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. #6a, b, c,
Fieldwork		<ul style="list-style-type: none"> • Use photographs of the local area to identify local features #1a • Locate places on a map/globe and identify them #1a, b, c, • School grounds fieldwork #1a, b, c, 	<ul style="list-style-type: none"> • Use photographs of the local area to identify local features #2 a, b, c • Locate places on a map/globe and identify them #2 a, b • School grounds fieldwork #2 c • Local area field work #2b 	<ul style="list-style-type: none"> • Use equipment to measure and record weather – sun and temperature #3b • School grounds fieldwork. #3a • Local area field work #3a 	<ul style="list-style-type: none"> • Use equipment to measure and record weather – rainfall #4a • School grounds fieldwork. #4a,b,c • Wider locality fieldwork. #4a,b,c (Residential). 	<ul style="list-style-type: none"> • School grounds fieldwork. #5b 	<ul style="list-style-type: none"> • School grounds fieldwork. #6a • Wider UK (Residential – Lake District). #6a

Key - # a, b, c link to the Collins Scheme of work for each year group.