

		Locational knowledge	Knowledge of places	Human and Physical geographical knowledge	Using maps	
EYFS	Relevant ELG	ELG: The natural world Explore the natural world around them, making observations and drawing pictures of animals			ELG: People, culture and communities Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps	
		ELG: The natural world Explore the natural world around them, making observations and drawing pictures of animals			ELG: The natural world Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class.	
	KS1 readiness objectives	✓ Know how they travel to school	✓ Talk about some of the differences they notice when they are in different places ✓ Talk about places when looking at books and watching tv/videos ✓ Talking about places they have been to ✓ Talk about places in stories ✓ Using language that relates to place	✓ Recognise elements of their environment that are manmade and natural	✓ Make maps from stories ✓ Follow simple maps in play	

		Autumn Term	Spring Term	Summer Term
Year 1	Ongoing Locational knowledge	✓ I can name and locate the four countries that make up the British Isles and their capital cities; ✓ I can name the surrounding seas of the United Kingdom; ✓ I can talk about the main features of each of the four countries in the UK.		
		Local Study My Journey to School and The Local Park	Mapping Skills Position and direction- Maths link	Hot and Cold Places Introducing Climate Change
	Locational knowledge	✓ I can name and locate the four countries that make up the British Isles and their capital cities; ✓ I can name the surrounding seas of the United Kingdom;		✓ I know about small area in a contrasting non-European country
	Place knowledge	✓ I know about my local area, a small area of the United Kingdom.		
	Human and Physical Geography			✓ I can 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. ✓ I can start to understand the human impact Climate Change is having in hot and cold places.
	Mapping	✓ I can use large scale maps and aerial photos of the school and local area. ✓ I can look down on objects and design a plan e.g. of the classroom or playground.	✓ Draw a simple map e.g. of a garden, route map, place in a story. ✓ I can use and construct basic symbols in a map key.	
	Fieldwork	✓ I can use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ✓ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features	✓ I can use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.	
	Enquiry and Investigation			✓ I can investigate through observation and description. ✓ I can ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'
	Communication	✓ I can use maps and images to talk about everyday life e.g. where we live, journey to school etc.	✓ I can give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.	✓ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.
Use of technology	✓ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen ✓ Use a postcode to find a place on a digital map.	✓ I can use programmable toys or sprites to move around a course/screen following simple directional instructions.		

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Year 2	Ongoing Locational knowledge	✓ I can name and locate the seven continents on the world map; ✓ I can locate and label the five oceans; ✓ I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		
		United Kingdom Study The City of Liverpool	Understand geographical similarities and differences Liverpool and Kenya	Local Study - Sefton and Crosby Beach - Introducing Environmental Protection
	Locational knowledge	✓ I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	✓ I can name and locate the seven continents on the world map. ✓ I can locate and label the five oceans	✓ I can name the surrounding seas of the United Kingdom;
	Place knowledge	✓ I know about my nearest city, Liverpool, a small area of the United Kingdom.	✓ I have studied a small area of the UK and in a contrasting non-European country.	✓ I know the location and features of my nearest coastline
	Human and Physical Geography	✓ I can describe human and physical features of Liverpool and explain the similarities and differences between the city and the capital cities in the UK.	✓ I can describe key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather	✓ I can identify and describe the main physical and human features of seaside environments including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather. ✓ I can start to understand the human impact of physical and human activity on coastal environments and learn what is being done to protect these areas. ✓ I can understand the interdependence of living things in seaside environments. ✓ I can describe popular activities undertaken at the seaside
	Mapping	✓ I can use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. ✓ Recognise landmarks and basic human features on aerial photos.	✓ Know that maps give information about places in the world (where/what?).	✓ I can use a range of maps and globes (including picture maps) at different scales. ✓ I can recognise simple features on maps e.g. buildings, roads and fields ✓ I can use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
Fieldwork	✓ I can use simple fieldwork techniques such as observation and identification to study the geography of the local area as well as the key human and physical features of its surrounding environment.		✓ I can use simple fieldwork techniques such as observation and identification to study the geography of the local area as well as the key human and physical features of its surrounding environment. ✓ I can identify, categorise and begin to explain the distribution of seashells on a beach.	

				I can identify, describe and offer reasons for the presence of pollution on a beach.
	Enquiry and Investigation		<ul style="list-style-type: none"> ✓ I can ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ✓ I can investigate through observation and description. ✓ I can recognise differences between my own life in the UK and the lives of others in Kenya. 	<ul style="list-style-type: none"> ✓ I can investigate a location through observation and description. ✓ I can investigate describe and explain reasons why seaside holidays have changed in living memory;
	Communication			✓ I can use basic geographical vocabulary from the NC as well as to describe specific local geographical features (train station, canal etc.)
	Use of technology	✓ Use a postcode to find a place on a digital map.	✓ Use simple electronic globes/maps.	✓ I can use cameras and audio equipment to record geographical features, changes, differences e.g., weather/seasons, vegetation, buildings etc.

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Year 3	Ongoing Locational knowledge			<ul style="list-style-type: none"> ✓ I can locate and name the five continents on a world map; ✓ I can name and locate counties and cities in the United Kingdom; ✓ I can name and locate geographical regions within the United Kingdom and identify the human and physical characteristics including hills mountains cities rivers. ✓ I can name and locate some of the countries in Europe.
		Human and Physical Geography Comparing Spain and the Northwest of England	Physical Geography Volcanoes and Earthquakes	Local Study – Rimrose Valley Park Conservation and Environmental protection
	Locational knowledge	<ul style="list-style-type: none"> ✓ I can name and locate counties and cities in the United Kingdom; ✓ I can name and locate geographical regions within the United Kingdom and identify the human and physical characteristics ✓ I can name and locate some of the countries in Europe. 	✓ I can locate and name the five continents on a world map and make links to areas of the world that experience volcanos and earthquakes	
	Place knowledge	✓ Develop knowledge of a region in the UK and another European country.		✓ Develop knowledge of an area of outstanding natural beauty.
	Human and Physical Geography	<ul style="list-style-type: none"> ✓ I can describe and understand physical geography, including: vegetation belts, rivers, mountains, ✓ I can describe and understand human geography, including: types of settlement and land use, economic activity including trade links 	✓ I can describe and understand key aspects of physical geography, including the cause and effect of volcanoes and earthquakes.	✓ I can describe and understand human geography, including: types land use and understand how economic activity including trade links can threaten the environment,
	Mapping	<ul style="list-style-type: none"> ✓ I can use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ✓ I can use the index and contents page of atlases. ✓ I can use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, guide books 	✓ I can use a specialist map to locate the tectonic plates beneath the Earth's crust as they relate to earthquakes and volcanos	<ul style="list-style-type: none"> ✓ Create maps of small areas with features in the correct place. ✓ Use plan views. ✓ I can use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, guide books
	Fieldwork			<ul style="list-style-type: none"> ✓ I can observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ✓ I can make links between features observed in the environment to those on maps and aerial photos. ✓ I can use the eight points of a compass.
	Enquiry and Investigation	<ul style="list-style-type: none"> ✓ I can make comparisons with my own life and my own situation. ✓ I can show increasing empathy and describe similarities as well as differences. 	<ul style="list-style-type: none"> ✓ I can ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? 	✓ Investigate the way in which a nature reserve operates and contributes to the environmental protection of an area.
	Communication		✓ Use geographical language relating to the physical and human processes detailed in the NC	✓ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.
	Use of technology	✓ Use the zoom facility on digital maps to locate places at different scales.	✓ Make use of geography in the news – online reports & websites.	

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Year 4	Ongoing Locational knowledge			<ul style="list-style-type: none"> ✓ I can name and locate an increasing number of counties and cities in the United Kingdom; ✓ I can locate an increasing number of geographical regions in the United Kingdom and identify their human and physical characteristics; ✓ I can name and locate an increasing number of countries in Europe nearby. ✓ I can name and locate the equator, the northern and southern hemisphere, the tropics of cancer and Capricorn Connor the Arctic and Antarctic circles.
		How can we live more sustainably?	Biomes – Why are jungles so wet and deserts so dry?	Local Study - The Leeds Liverpool Canal
	Locational knowledge	✓ I can name and locate an increasing number of counties and cities in the United Kingdom.	✓ I can name and locate the equator, the northern and southern hemisphere, the tropics of cancer and Capricorn and the Arctic and Antarctic circles.	<ul style="list-style-type: none"> ✓ I can name and locate an increasing number of counties and cities in the United Kingdom; ✓ I can locate an increasing number of geographical regions in the United Kingdom and identify their human and physical characteristics
	Place knowledge		<ul style="list-style-type: none"> ✓ Observe, describe and explain in basic terms the pattern of climate in the United Kingdom; ✓ Identify, describe and begin to offer reasons for the distribution of different types of climate around the world; 	<ul style="list-style-type: none"> ✓ Understand that the River Alt and Leeds-Liverpool Canal are both waterways and go through Merseyside very near to school. ✓ Understand that despite being in similar locations, there are key differences between the two types of waterway.
	Human and Physical Geography	<ul style="list-style-type: none"> ✓ I have knowledge of human geography, including: economic activity including trade links, and the sustainable use of natural resources including energy, food, minerals and water. ✓ Understand in basic terms how solar panels and wind turbines generate electricity; ✓ Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing; ✓ Explain how electricity is generated in hydroelectric power stations; ✓ Understand why creating new habitats for birds are good examples of sustainable development; ✓ Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable; ✓ Recognise and explain ways in which their lives at home could be more environmentally sustainable. 	<ul style="list-style-type: none"> ✓ I have knowledge and understanding of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ✓ Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world; ✓ Understand how climate affects both the landscape of different biomes and the plants and animals that can live there; ✓ Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall; ✓ Describe the natural environment of deserts and explain why the city of Arica is the driest inhabited place in the world ✓ Identify, locate; describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savanna biome. 	<ul style="list-style-type: none"> ✓ Understand that canals are historic man-made rivers used to transport items. ✓ Know that before we had motorways and roads, items were transported along canals on long boats called canal barges. ✓ Know that the use of canals has changed over time: relate to previously studied economic trade links, road and rail, so canal barges aren't needed to transport items anymore. ✓ Understand that canals and canal barges are now used for leisure. ✓ Know that both the Leeds-Liverpool Canal and the River Alt have been affected by pollution, making it difficult for plants and animals to survive there. ✓ Understand that since the 1980s people have been trying to clean up the River Alt and Leeds-Liverpool Canal and it is working - fish, animals and plants have returned to the water.
	Mapping		<ul style="list-style-type: none"> ✓ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ✓ Use maps and diagrams from a range of publications e.g. non-fiction texts 	✓ Use a range of maps to identify the counties, cities and towns through which the Leeds to Liverpool Canal passes.

			✓ Recognise patterns on maps and begin to explain what they show.	
	Fieldwork	✓ Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable		<ul style="list-style-type: none"> ✓ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ✓ Make links between features observed in the environment to those on maps and aerial photos ✓ Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local canal/river and to reach a conclusion as to whether it constitutes a healthy habitat for living things;
	Enquiry and Investigation	<ul style="list-style-type: none"> ✓ Describe and explain using examples what living sustainably means; ✓ Identify, describe and explain the differences between renewable and non-renewable resources; 	✓ Express opinions and personal views about what they like and don't like about specific geographical situations e.g. the damage being done to the natural world as a result of pollution, the human cost of earthquakes and volcanos	✓ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes
	Communication	✓ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.		✓ Through the use of posters and information leaflets, I know how to keep myself safe when visiting canals and waterways.
	Use of technology		<ul style="list-style-type: none"> ✓ Use spreadsheets, tables and charts to collect and display geographical data. ✓ Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements; 	✓ Use GPS devices to identify location when completing fieldwork.

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Year 5	Ongoing Locational knowledge	<ul style="list-style-type: none"> ✓ I can name and locate some of the countries and cities of the world and identify their human and physical characteristics including features such as mountains rivers and landmarks; ✓ I can name and locate the countries of North America. ✓ I can identify the position and significance of latitude longitude under the prime Greenwich Meridian and time zones including day and night across the international dateline. 		
		Locational Knowledge Review	North America Study - The Grand Canyon	Local Study – The River Mersey and River Alt
	Locational knowledge	<ul style="list-style-type: none"> ✓ I can name and locate the seven continents on the world map. ✓ I can locate and label the five oceans. ✓ I can name and locate the equator, the northern and southern hemisphere, the tropics of cancer and Capricorn Connor the Arctic and Antarctic circles. ✓ I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. ✓ I can name and locate geographical regions within the United Kingdom and identify the human and physical characteristics including hills mountains cities rivers. ✓ I can name and locate some of the countries in Europe. 	<ul style="list-style-type: none"> ✓ I can identify the countries of North and South America using maps and atlases. ✓ I know the location of the Grand Canyon within North America. 	
	Place knowledge		✓ I can describe a region within North America	<ul style="list-style-type: none"> ✓ Recall that the River Alt, River Mersey and the Leeds-Liverpool Canal are all waterways and go through Merseyside very near to school. ✓ Understand that despite being in similar locations, there are key differences between the waterways.
	Human and Physical Geography		<ul style="list-style-type: none"> ✓ I can identify similarities and differences in the human and physical geography of my local area and a region of North America. ✓ I can explain how the Grand Canyon was formed describing increasingly complex geographical features and processes ✓ I can describe the human geography of the Grand Canyon explaining why it is a tourist attraction and the impact of this in terms of types of settlement, land use and economic activity. 	<ul style="list-style-type: none"> ✓ Identify and describe how physical features of rivers change from source to mouth. ✓ Offer reasons to explain why the course of a river changes as it flows from higher to lower ground; ✓ Describe the components of the hydrological or water cycle and explain the important role that rivers play
	Mapping		<ul style="list-style-type: none"> ✓ I am beginning to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ✓ I can relate different maps to each other and to aerial photos. 	<ul style="list-style-type: none"> ✓ Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river ✓ Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife ✓
	Fieldwork			✓ Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things;
	Enquiry and Investigation		✓ Use research and enquiry skills to discover more about The Grand Canyon as a tourist destination, picking out key points and recording.	✓ Recognise, describe and explain the reasons why the Liverpool developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure;
	Communication		✓ I can communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.	
	Use of technology		✓ I can communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.	✓ I can communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.

		Autumn Term	Spring Term	Summer Term
Year 6	Ongoing Locational knowledge	<ul style="list-style-type: none"> ✓ I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics. ✓ I can name and locate the countries of South and Central America. 		
		Global Trade Why is fair trade fair?	Locational Knowledge Review	South America - The Amazon and its Rainforest Climate Change and Environmental Protection
	Locational knowledge	<ul style="list-style-type: none"> ✓ Consider the location of global companies such as Starbucks and IKEA and recognise they trade in countries located all over the world. ✓ Use maps and atlases to locate the source of a range of food products as well as less developed and more developed countries. ✓ Pupils are introduced to case studies of fairtrade industry in a range of locations globally. ✓ Locating continents and countries using a digital world map to determine what each country's highest-value export is. 	<ul style="list-style-type: none"> ✓ I can name and locate the seven continents on the world map. ✓ I can locate and label the five oceans. ✓ I can name and locate the equator, the northern and southern hemisphere, the tropics of cancer and Capricorn Connor the Arctic and Antarctic circles. ✓ I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. ✓ I can name and locate an increasing number of counties and cities in the United Kingdom. ✓ I can name and locate geographical regions within the United Kingdom and identify the human and physical characteristics including hills mountains cities rivers. 	<ul style="list-style-type: none"> ✓ Pupils use maps and atlases to locate the source of a range of food products. ✓ Pupils use maps and globes to locate less developed and more developed countries. ✓ Locating the countries that the UK exports goods to.

		✓ I can name and locate some of the countries in Europe.	
Place knowledge	<ul style="list-style-type: none"> ✓ To compare the resources of different places and understand that different places import and export different goods. ✓ Comparing the characteristics of different places a cotton garment passes through during its manufacture: the human and physical geographical features of Peru, Turkey, China, India, Europe and North America. ✓ A closer look at the geography of the UK, to consider why we export the types of goods we do. ✓ Learning about conditions of places and populations practicing fairtrade. 		<ul style="list-style-type: none"> ✓ To compare the resources of different places and understand that different places import and export different goods. ✓ Comparing the characteristics of different places a cotton garment passes through during its manufacture: the human and physical geographical features of Peru, Turkey, China, India, Europe and North America.
Human and Physical Geography	<ul style="list-style-type: none"> ✓ Describe and understand key aspects of physical geography, including how in the past distance and bodies of water prevented trade from happening at an international scale. ✓ Describe and understand key aspects of physical geography, including how natural resources and climate determine where our food comes from. Physical geography: Describe and understand key aspects of physical geography including location, natural resources, and climate. ✓ Describe and understand aspects of physical geography of the UK that determines what we export. Key aspects of human geography, including the types of goods we export and trade links. ✓ Describe and understand key aspects of human geography, including trade links, and how and why trade has become increasingly 'global' and how trade connects different countries and their populations. ✓ Describe and understand key aspects of human geography, including fairtrade, and how global trade affects the lives of workers in less economically developed countries. 		<ul style="list-style-type: none"> ✓ Describe and understand key aspects of human geography, including trade links, and how and why trade has become increasingly 'global'. Describe and understand key aspects of physical geography, including how in the past distance and bodies of water prevented trade from happening at an international scale ✓ Describe and understand key aspects of physical geography, including how natural resources and climate determine where our food comes from. ✓ Describe and understand key aspects of human geography, including how trade connects different countries and their populations. ✓ Physical geography: Describe and understand key aspects of physical geography including location, natural resources, and climate. ✓ Human geography: Describe and understand key aspects of human geography, including trade links, the role of workers in different countries along the supply chain and comparing the wealth and level of development of different countries.
Mapping	<ul style="list-style-type: none"> ✓ Use atlases, globes (and digital/computer mapping) to locate countries and calculate the distance travelled by products using a map scale. 		<ul style="list-style-type: none"> ✓ Use atlases, globes (and digital/computer mapping) to locate countries and calculate the distance travelled by products using map scale.
Enquiry and Investigation	<ul style="list-style-type: none"> ✓ Use research and enquiry skills to discover more about trade through time, picking out key points and recording. 		<ul style="list-style-type: none"> ✓ Use research and enquiry skills to discover more about trade through time, picking out key points and recording.
Communication	<ul style="list-style-type: none"> ✓ Presenting data related to global trade in table and graph form and draw conclusions on which country the UK exports the most to and on the data on fairtrade and non-fairtrade products. 		
Use of technology	<ul style="list-style-type: none"> ✓ Online research and map work relating to global trade and highest-value exports. 		