Year 1 Geography Core Knowledge and Core Skills

Y1	Core knowledge	Core skill
Locational knowledge	To know the UK is made up of four countries and their names To know that a continent is a group of countries To know an ocean is a large body of water	Locating the four countries of the UK on a map Locating two of the world's seven continents on a world map Locating two of the world's oceans (Atlantic Ocean and the Pacific Ocean) on a world map
Place knowledge	To know that life elsewhere often has similarities and differences	Naming some key similarities and differences between their local area and a small area of a contrasting non-European country
Human and physical geography	To know the four seasons of the UK To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans	To recognise human and physical features in their locality Describe how the weather changes with each season in the UK. Describe the daily weather patterns in their locality.
Geographical skills and fieldwork	To know that an aerial photograph is a photograph taken from the air above To know that a map is a picture of a place, usually drawn from above To know simple directional language (e.g. near, far, up, down, left, right, forwards, backwards)	Use an atlas to locate the four countries of the UK Use a world map and globe to locate two of the world's seven continents (Europe and Asia) Use a world map and globe to locate the Atlantic Ocean and Pacific Ocean. Use directional language to describe features on a map in relation to other features Begin to use the compass points (N, S, E, W) to describe location of features on a map Use directional language to describe the location of objects in the classroom and playground. Recognise basic human and physical features on aerial photographs Draw freehand maps using simple pictures or symbols
Enquiry skills	Ask questions about the world around them Comment on features they see in their school and school grounds Asking and answering simple questions about the features of their school area Drawing some of the features they notice in their school on a sketch map. Express theirfeelings about a specific place and explaining why they like/dislike some of its features.	

Year 2 Geography Core Knowledge and Core Skills

Y2	Core knowledge	Core skill
Locational knowledge	To be able to name the seven continents of the world To be able to name the five oceans of the world To know the four capital cities of the UK To know there are four bodies of water surrounding the UK and be able to name them	Locating all the world's seven continents on a world map Locating the world's five oceans on a world map Confidently locating the capital cities of the four countries of the UK on a map of this area Showing on a map the city, town or village they live in relation to their capital city Locating the surrounding seas and oceans of the UK on a map
Place knowledge	To know some similarities and differences between their local area and a small area of a contrasting non-European country	Describing what physical features may occur in a hot place in comparison to a cold place
Human and physical geography	To know some key physical features of the UK To know some key human features of the UK To know that coasts (and other physical features) change over time To know that human features change over time To know that the Equator is an imaginary line around the middle of the Earth To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth	Locating hot and cold areas of the world in relation to the Equator and the North and South poles Describing the key physical features of a coast using subject specific vocabulary
Geographical skills and fieldwork		Using a world map, globe and atlas to locate all the world's seven continents Using a world map, globe and atlas to locate the world's five oceans Using an aerial photograph to draw a simple sketch map using basic symbols for a key. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map Using locational language and the compass points (N, S, E, W) to describe the route on a map Recognising human features and physical features on aerial photographs and plan perspectives
Enquiry	Recognise there are different ways to answer a question Asking and answering simple questions about human and physical features near the school Collecting quantitative data through a small survey to answer an enquiry question. Classifying the features they notice into human and physical with teacher support. Taking photographs or make recordings Presenting data in simple tally charts or pictograms and commenting on what the data shows.	

Year 3&4 Geography Core Knowledge and Core Skills

Y3 & 4	Core knowledge	Core skill
Locational knowledge	Mountains, volcanoes and earthquakes largely occur at plate boundaries World's different climate zones (equatorial, tropical, hot desert, temperate and polar) The World's biomes Countries near the Equator have less seasonal change than those near the poles The Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates The Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.	Locating some countries in Europe and North and South America using maps Locating the world's most significant mountain ranges on a map and identifying any patterns Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire' Describing how a locality has changed over time, giving examples of both physical and human features Locating key physical features in countries studied including significant environmental regions Locating some key human features in countries studied Finding the position of the Equator and describing how this impacts our environmental regions Identifying the position of the Tropics of Cancer and Capricorn and their significance
Place knowledge	To know positive and negative effects of living near a volcano To know the negative effects an earthquake can have on a community	Describing and beginning to explain similarities and differences between two regions studied Describing how and why humans have responded in different ways to their local environments Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK
Human and physical geography	Know the different types of mountains and volcanoes and how they are formed Know that an earthquake is an intense shaking of the ground Know that a natural resource is something that people can use which comes from the natural environment Know the courses and key features of a river Know the water cycle is the processes and stores which moves water around the Earth and be able to name these Know the main types of land use Know the threats to the rainforest on both a local and global scales Know that fair trading is the process of ensuring workers and paid a fair price, have safe working conditions and are treated with respect and equality	Mapping and labelling the six biomes on a world map Understanding some of the causes of climate change Describing an understanding types of settlement and land use Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities

Geographical skills and fieldwork	Using the scale bar on a map to estimate distances Locate features using the 8 points of a compass Accurately use 4-figure grid references to locate features on a map
Enquiry	Beginning to choose best approach to answer an enquiry question Mapping land use in a small local area using maps and plans. Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately. Designing a questionnaire / interviews to collect quantitative fieldwork data. Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Using a questionnaire/interviews to collect qualitative fieldwork data. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Analysing and presenting quantitative data in charts and graphs.

Year 5&6 Geography Core Knowledge and Core Skills

	Core knowledge	Core skill
Locational knowledge	The world's different climate zones (equatorial, tropical, hot desert, temperate and polar) The world's biomes Main types of land use Some types of settlement Lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian Lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator Where North and South America are on a world map Names of some countries and major cities in Europe and North and South America Know the world's different climate zones Know the names of some of the world's most significant mountain ranges Know the names of some of the world's most significant rivers Know the name of some of the counties in the UK (local to Riccall) Know the name of some of the cities in the UK (local to Riccall)	Locating some countries in Europe and North and South America using maps Locating some major cities of the countries studied Locating key physical features in countries studied Locating some key human features in countries studied including significant environmental regions Finding lines of latitude and longitude on a globe and explaining why these are important Identifying the position and significance of both the Arctic and Antarctic Circle Describing how a locality has changed over time, giving examples of both physical and human features Finding the position of the Equator and describing how this impacts our environmental regions Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating some of the world's most significant rivers and identifying any patterns Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Locating some counties in the UK (local to Riccall) Locating some cities in the UK (local to Riccall)
Place knowledge	Know some similarities and differences between the UK and a European mountain region Know why tourists visit mountain regions	Describing and beginning to explain similarities and differences between two regions studied Describing how and why humans have responded in different ways to their local environments Describing how people who live in a contrasting physical area may have different lives to people in the UK
Human and physical geography	Know migration is movement of people from one country to another Know that the global population has grown significantly since the 1950s Know which factors are considered before people build settlements Know some positive impacts of humans on the environment Know some negative impacts of humans on the environment Know why oceans are important	Describe and understand the key aspects of the world's six biomes Understanding some of the causes of climate change Describing and understanding types of settlement and land use Explaining why people might prefer to live in an urban or rural place Describing 'push' and 'pull' factors that people may consider when migrating. Describing how humans can impact the environment both positively and negatively, using examples
Geographical skills and fieldwork	Using the scale map on a map to estimate distances Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied	

	Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied Mapping land use in a small local area using maps and plans
Enquiry	Develop own enquiry questions Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately Using GIS (Geographical Information Systems) to plot data sets Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data Deciding how to present data when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this.