

Substantive Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>	<b>NC KS1: Locational knowledge</b> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		<b>NC KS2: Locational knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).			
	-Pupils can name and locate three of the seven continents of the world -Pupils can name and locate two of the five oceans of the world -Pupils can name and locate three of the four countries of the United Kingdom -Pupils can name two of the four capital cities of the United Kingdom.	- Pupils can name and locate the seven continents of the world - Pupils can name and locate the five oceans of the world - Pupils can name and locate the four countries of the United Kingdom - Pupils can name the four capital cities of the United Kingdom.	- Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map - Pupils can, with increasing accuracy, locate cities of the United Kingdom - Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian	- Pupils can confidently locate countries in Europe, North and South America on a map - Pupils can locate cities of the United Kingdom and are beginning to identify counties - Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones.	-Pupils can, mostly, locate countries of the world on a map. -Pupils can, mostly, locate counties and cities of the United Kingdom. -Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones -Pupils can identify aspects of the physical and human geography that have changed over time.	-Pupils can confidently locate countries of the world on a map -Pupils can confidently locate counties and cities of the United Kingdom -Pupils can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones -Pupils can confidently identify how aspects of the physical and human geography have changed over time.

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Place Knowledge	<b>NC KS1: Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.		<b>NC KS2: Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.			
	-Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human and physical geography.	-Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human and physical geography.	-Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in human and physical geography.	-Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical and human geography.	-Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical and human geography.	-Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical and human geography.

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<b>Human and physical knowledge</b>	<b>NC KS1: Human and physical knowledge</b> 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. Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		<b>NC KS2: Human and physical knowledge</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.			
	- Pupils can identify seasonal patterns - Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles - Pupils are beginning to use basic geographical vocabulary to refer to human and physical features.	- Pupils can identify seasonal and daily weather patterns - Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles - Pupils can use a wide range of basic geographical vocabulary to refer to human and physical features.	- Pupils can describe a few aspects of physical and human geography.	- Pupils can describe an increased range of aspects of physical and human geography.	- Pupils can describe and understand an increasing variety of key aspects of physical and human geography.	- Pupils can describe and understand a wide range of key aspects of physical and human geography. - Pupils have studied human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Pupils have studied physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

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<b>Geographical Skills and Fieldwork</b>	<b>NC KS1: Geographical Skills and Fieldwork</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		<b>NC KS2: Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
	<ul style="list-style-type: none"> <li>- Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately.</li> <li>- Pupils can use simple compass directions with increasing accuracy.</li> <li>- Pupils are recognising landmarks with increased accuracy.</li> <li>- Pupils are beginning to devise a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils can use maps, atlases and globes confidently to identify studied regions,</li> <li>-Pupils can use simple compass directions confidently.</li> <li>-Pupils can recognise landmarks.</li> <li>-Pupils can devise a simple map with basic symbols in a key.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently.</li> <li>- Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key.</li> <li>- Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>-Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps).</li> <li>-Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>-Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps).</li> <li>-Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>-Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and keys (including the use of Ordnance Survey Maps).</li> <li>-Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>