



	By the end of Year 3 (UK)	By the end of Year 4 (Uk and Europe)	By the end of Year 5 (Americas)	By the end of Year 6 (World/Impact)
<b>Locational Knowledge</b>	<p>Children know...</p> <ul style="list-style-type: none"> <li>the names and location of counties and cities of the United Kingdom</li> <li>geographical regions and their identifying human and physical characteristics</li> <li>key topographical features (including coasts), and land-use patterns</li> <li>how some of these aspects have changed over time</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>the location of countries using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>the names and location of counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains and rivers), and land-use patterns</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>the location of the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>the position and significance of the Northern Hemisphere, Southern Hemisphere, latitude, longitude and Equator Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</li> </ul>
<b>Place Knowledge</b>	<p>Children know...</p> <ul style="list-style-type: none"> <li>The geographical similarities and differences through the study of human and physical geography of a region of the UK (Nottinghamshire)</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>The geographical similarities and differences through the study of human and physical geography of a region in a European country. (France)</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>the geographical similarities and differences through the study of human and physical geography, of a region within North <u>or</u> South America. (New York)</li> </ul>	
<b>Human and physical geography</b>	<p>Children know...</p> <ul style="list-style-type: none"> <li>the key aspects of physical geography (coast) and human geography of the locality including types of settlement and land use (Nottinghamshire).</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>the effect of physical geography (rivers, hills, and mountains) on the development of a locality including economic activity including trade links</li> <li>the water cycle is a key aspect of physical geography</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water are key aspects of human geography</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>climate zones, biomes and vegetation belts, volcanoes and earthquakes, are key aspect of physical geography</li> <li>about changes to the world environments, how humans affect the environment and how people have been affected by changes in the environment</li> </ul>
<b>Geographical skills and Fieldwork skills</b>	<p>Children can...</p> <ul style="list-style-type: none"> <li>use maps, OS maps globes, atlases and digital/computer mapping (google maps) to locate the United Kingdom and describe the features studied</li> <li>make a map of a short route experienced, with features in correct order</li> <li>use 8 compass points, symbols and key (inc OS maps) to build their knowledge about the UK</li> <li>use fieldwork instruments e.g. camera, rain gauge to observe, measure, record and present human and physical features in the local area (Perlethorpe)</li> </ul>	<p>Children can...</p> <ul style="list-style-type: none"> <li>use and interpret maps, globes, atlases and digital/computer mapping (google maps to locate countries and cities in Europe) and describe the features studied</li> <li>use 8 compass points, symbols and key (including OS maps) to build their knowledge about Europe</li> <li>Use symbols and a key to build knowledge of Europe</li> <li>use fieldwork instruments e.g. camera, rain gauge to observe, measure, record and present human and physical features in the local area (The Carrs, Warsop)</li> </ul>	<p>Children can...</p> <ul style="list-style-type: none"> <li>use and interpret maps, atlases, globes and digital/computer mapping (google maps) to locate countries in the Americas and describe the features studied</li> <li>use four figure grid references to locate position on a map to build their knowledge about the Americas</li> <li>use fieldwork to observe, measure, record and present the human and physical features of an area studied using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<p>Children can...</p> <ul style="list-style-type: none"> <li>use six figure grid references, and lines of longitude and latitude to locate position on a map to build their knowledge about the wider world</li> <li>make comparisons between contrasting locations using fieldwork to observe, measure, record and present the human and physical features of the areas studied using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li>Use maps, charts etc to support decision about the location of places eg new bypass</li> </ul>