

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>LOCATIONAL KNOWLEDGE</b>	<b>LOCAL AREA</b> <ul style="list-style-type: none"> <li>To draw information from simple maps.</li> <li>To know some features of Shrewsbury and the local areas of Coleham.</li> <li>To explore the geography of the school site.</li> </ul>	<b>THE UK</b> <ul style="list-style-type: none"> <li>To name, locate and identify characteristics of the four countries and capital cities of the UK.</li> <li>To name, locate and identify characteristics of the seas around the UK.</li> </ul>	<b>WIDER WORLD</b> <ul style="list-style-type: none"> <li>To name and locate the world's 7 continents and 5 oceans.</li> <li>To name and locate on a map, some major UK cities in relation to Shrewsbury.</li> </ul>	<b>EUROPE &amp; UK FEATURES</b> <ul style="list-style-type: none"> <li>To name and locate some major European countries, their capital and their flags.</li> <li>To name and locate some key topographical features of the UK: major rivers (and the cities they flow through), hills, coasts and mountains.</li> </ul>	<b>N. AMERICA &amp; UK</b> <ul style="list-style-type: none"> <li>To name and identify North American countries, their capitals/major cities and flags.</li> <li>To name and locate some major UK cities, including capitals and some counties found in the UK.</li> </ul>	<b>WIDER WORLD</b> <ul style="list-style-type: none"> <li>To develop a greater understanding of the wider world: names and locations of 5 oceans, major seas, 7 continents and the countries and cities within.</li> <li>To identify the position and significance of hemispheres and the major lines of latitude and their importance: Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles</li> <li>To identify and position the Prime/Greenwich Meridian and time zones. Day/night.</li> </ul>	<b>WIDER WORLD – EUROPE NORTH &amp; SOUTH AMERICA</b> <ul style="list-style-type: none"> <li>To name, locate and explore countries in Europe. Identify their flags, capital cities, environmental regions and key physical and human characteristics.</li> <li>To name and locate countries in North and South America. Identify their flags, capitals, other major cities, environmental regions, and key physical and human characteristics.</li> </ul>
<b>PLACE KNOWLEDGE</b>	<b>PLACES THAT ARE NOT SHREWSBURY</b> <ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries</li> </ul>	<b>SHREWSBURY</b> <ul style="list-style-type: none"> <li>To describe the geographical features of Shrewsbury.</li> </ul>	<b>SHREWSBURY v NON-EUROPEAN REGION</b> <ul style="list-style-type: none"> <li>To look at similarities and differences in human and physical geography in Shrewsbury and a contrasting non-European country.</li> </ul>	<b>SHROPSHIRE v A EUROPEAN REGION</b> <ul style="list-style-type: none"> <li>To compare geographical features and the climate of Shropshire as a county to a region in a European country (Sicily).</li> </ul>	<b>LAKE DISTRICT v SHROPSHIRE</b> <ul style="list-style-type: none"> <li>To understand similarities and differences between The Lake District and Shropshire</li> </ul>	<b>SHREWSBURY LAND USE OVER TIME</b> <ul style="list-style-type: none"> <li>To explore how the use of land in Shrewsbury has changed and is changing and ask questions.</li> </ul>	<b>UK v SOUTH AMERICAN COUNTRY</b> <ul style="list-style-type: none"> <li>To understand geographical similarities and differences through the study of the human and physical geography of a South American country.</li> </ul>
<b>HUMAN &amp; PHYSICAL GEOGRAPHY</b>	<b>CHANGES TO PLACES</b> <ul style="list-style-type: none"> <li>To recognise some environments that are different from the one in which they live</li> <li>To explore the natural world and understand the effect of the changing seasons.</li> <li>To know that things change over time in a place and think about how and why.</li> </ul>	<b>UK SEASONS &amp; WEATHER</b> <ul style="list-style-type: none"> <li>To identify and describe the changes in the UK seasons and weather.</li> <li>To identify hot and cold places on the Earth.</li> <li>Use basic geographical vocabulary such as hill, mountain, sea, ocean, beach, cliff, season, weather, city, town.</li> </ul>	<b>ANTARCTICA</b> <ul style="list-style-type: none"> <li>To describe the climate and features of Antarctica.</li> <li>Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use geographical vocabulary to refer to key physical and human features.</li> </ul>	<b>MOUNTAINS, VOLCANOES &amp; HUMAN SETTLEMENTS</b> <ul style="list-style-type: none"> <li>To know about volcanoes, mountains and earthquakes: identify the world's main mountain regions and volcanoes.</li> <li>To understand why certain places are settled by people (eg: Nile Delta).</li> </ul>	<b>WATER CYCLE, RIVERS, ECONOMY</b> <ul style="list-style-type: none"> <li>To explain the water cycle.</li> <li>To describe and understand key aspects of rivers and know about the use of water as a resource.</li> <li>To describe and understand economic activity (tourism) in Shrewsbury and The Lake District</li> </ul>	<b>CLIMATE ZONES &amp; NATURAL RESOURCES</b> <ul style="list-style-type: none"> <li>To understand climate zones around the world (in relation to lines of latitude), vegetation belts and biomes.</li> <li>To explore natural resources (energy and food) and their distribution.</li> </ul>	<b>S. AMERICAN ECONOMIES, MOUNTAIN RANGES</b> <ul style="list-style-type: none"> <li>To understand the economies of South American countries including trade, their natural resources and their exports to the world.</li> <li>To describe and understand formation of world mountains using knowledge of plate tectonics.</li> </ul>
<b>ECO-FOCUS</b>	<b>CARING FOR OUR ENVIRONMENT</b> <ul style="list-style-type: none"> <li>To know that we need to care for our environment.</li> </ul>	<b>SAVING ENERGY</b> <ul style="list-style-type: none"> <li>To explore ways to save energy.</li> </ul>	<b>RECYCLING</b> <ul style="list-style-type: none"> <li>To explore recycling.</li> </ul>	<b>PLASTICS &amp; POLLUTION</b> <ul style="list-style-type: none"> <li>To explore the use of plastics and the impact of pollution.</li> </ul>	<b>WATER AS A RESOURCE</b> <ul style="list-style-type: none"> <li>To explore ways to save water.</li> </ul>	<b>SUSTAINABLE ENERGY</b> <ul style="list-style-type: none"> <li>To describe and understand key aspects of natural resources of energy.</li> </ul>	<b>CLIMATE CHANGE</b> <ul style="list-style-type: none"> <li>To explore climate change.</li> </ul>
<b>GEOGRAPHY SKILLS AND FIELDWORK</b>	<ul style="list-style-type: none"> <li>To observe people, plants and animals in the local area</li> <li>To talk about what they have noticed</li> <li>To record some observations of the local area</li> <li>To talk about why things happen and how.</li> </ul>	<ul style="list-style-type: none"> <li>To use atlases, maps and globes.</li> <li>To use simple compass directions (N, S, E, W)</li> <li>To use aerial photographs and plans to recognise landmarks and basic human and physical features. Orienteering in PE.</li> <li>To construct simple maps with basic symbols in a key.</li> <li>To carry out simple fieldwork in the school grounds and surrounding environment,</li> <li>To use terminology to describe physical features:                             <ul style="list-style-type: none"> <li>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> </li> <li>To use terminology to describe human features:                             <ul style="list-style-type: none"> <li>city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To use atlases, maps, globes and digital/computer mapping to explore the world.</li> <li>To use the 8-points of the compass</li> <li>To use aerial photographs and plans to recognise landmarks and basic human and physical features. Orienteering in PE.</li> <li>To use the features of OS maps, including four figure grid references, symbols and keys, to build knowledge of the UK.</li> <li>To use fieldwork to observe, measure and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>To use atlases, maps, globes and digital/computer mapping to explore the world.</li> <li>To use the 8-points of a compass.</li> <li>To use aerial photographs and plans to recognise landmarks and basic human and physical features. Orienteering in PE.</li> <li>To use the features of OS maps, including four and six-figure grid references, symbols and keys to further build knowledge of the UK and the wider world.</li> <li>To 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>			