| EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | |
|---|---|---|---|---|---|---|--------|
| They know that other children don't always enjoy the same things, and are sensitive to this. | They know that other children don't always enjoy the same things, and are sensitive to this. | They know that other children don't always enjoy the same things, and are sensitive to this. | They know that other children don't always enjoy the same things, and are sensitive to this. | They know that other children don't always enjoy the same things, and are sensitive to this. | They know that other children don't always enjoy the same things, and are sensitive to this. | They know that other children don't always enjoy the same things, and are sensitive to this. | |
| They know about similarities and differences between themselves and others, and among families, communities and traditions. | They know about similarities and differences between themselves and others, and among families, communities and traditions. | They know about similarities and differences between themselves and others, and among families, communities and traditions. | They know about similarities and differences between themselves and others, and among families, communities and traditions. | They know about similarities and differences between themselves and others, and among families, communities and traditions. | They know about similarities and differences between themselves and others, and among families, communities and traditions. | They know about similarities and differences between themselves and others, and among families, communities and traditions. | EYFS |
| Children know about similarities and differences in relation to places, objects, materials and living things | Children know about similarities and differences in relation to places, objects, materials and living things | Children know about similarities and differences in relation to places, objects, materials and living things | Children know about similarities and differences in relation to places, objects, materials and living things | Children know about similarities and differences in relation to places, objects, materials and living things | Children know about similarities and differences in relation to places, objects, materials and living things | Children know about similarities and differences in relation to places, objects, materials and living things | |
| They talk about the features of their own immediate environment and how environments might vary from one another. | They talk about the features of their own immediate environment and how environments might vary from one another. | They talk about the features of their own immediate environment and how environments might vary from one another. | They talk about the features of their own immediate environment and how environments might vary from one another. | They talk about the features of their own immediate environment and how environments might vary from one another. | They talk about the features of their own immediate environment and how environments might vary from one another. | They talk about the features of their own immediate environment and how environments might vary from one another. | |
| | I can use world maps, atlases and globes. | I can use world maps, atlases and globes. | I can use world maps, atlases and globes. | I can use world maps, atlases and globes. | I can use world maps, atlases and globes. | I can use world maps, atlases and globes. | |
| CARLINGHOW ACADEMY | I can name and locate the world's seven continents and five oceans. | I can name and locate the world's seven continents and five oceans. | I can name and locate the world's seven continents and five oceans. | I can name and locate the world's seven continents and five oceans. | I can name and locate the world's seven continents and five oceans. | I can name and locate the world's seven continents and five oceans. | Y 1 |
| Geography Programme of Study | I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom | I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom | I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom | I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom | I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom | I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom | |

| I can identify seasonal and daily weather patterns in the United Kingdom | I can identify seasonal and daily weather patterns in the United Kingdom | I can identify seasonal and daily weather patterns in the United Kingdom | I can identify seasonal and daily weather patterns in the United Kingdom | I can identify seasonal and daily weather patterns in the United Kingdom | I can identify seasonal and daily weather patterns in the United Kingdom | |
|---|--|---|---|--|--|--|
| I can use basic geographical vocabulary. | I can use basic geographical vocabulary. | I can use basic geographical vocabulary. | I can use basic geographical vocabulary. | I can use basic geographical vocabulary. | I can use basic geographical vocabulary. | |
| I understand geographical similarities and differences | I understand geographical similarities and differences | I understand geographical similarities and differences | I understand geographical similarities and differences | I understand geographical similarities and differences | I understand geographical similarities and differences | |
| I can use simple compass directions. | I can use simple compass directions. | I can use simple compass directions. | I can use simple compass directions. | I can use simple compass directions. | I can use simple compass directions. | |
| | I can 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 | I can 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 | I can 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 | I can 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 | I can 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 | |
| | I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment | I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment | I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment | I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment | I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment | |
| | I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, | I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, | I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, | I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, | I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, | Y 2 |
| | and daily weather patterns in the United Kingdom I can use basic geographical vocabulary. I understand geographical similarities and differences I can use simple | and daily weather patterns in the United Kingdom I can use basic geographical vocabulary. I understand geographical similarities and differences I can use simple compass directions. I can 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 I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as | and daily weather patterns in the United Kingdom I can use basic geographical vocabulary. I understand geographical similarities and differences I can use simple compass directions. I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as | and daily weather patterns in the United Kingdom I can use basic geographical vocabulary. I understand geographical similarities and differences I can use simple compass directions. I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple many and use and construct basic symbols in a key I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, as we | and daily weather patterns in the United Kingdom I can use basic geographical vocabulary. I understand geographical similarities and differences I can use simple compass directions. I can 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 I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, as we | and daily weather patterns in the United Kingdom and its countries, as well as and daily weather patterns in the United Kingdom and its countries, as well as and daily weather patterns in the United Kingdom and its countries, as well as and daily weather patterns in the United Kingdom and its countries, as well as and daily weather patterns in the United Kingdom and its countries, as well as and daily weather patterns in the United Kingdom and its countries, as well as and daily weather patterns in the United Kingdom and its can use basic patterns in the United Kingdom and its can use basic geographical geographical geographical yoccabulary. Vocabulary. I can use basic geographical yoccabulary. Vocabulary. Vocabulary. Vocabulary. Vocabulary. Vocabulary. I understand geographical similarities and differences diff |

| continents and oceans studied at this key stage | continents and oceans studied at this key stage | continents and oceans studied at this key stage | continents and oceans studied at this key stage | continents and oceans studied at this key stage |
|---|---|---|---|---|
| I can name and locate the world's seven continents and five oceans | I can name and locate the world's seven continents and five oceans | I can name and locate the world's seven continents and five oceans | I can name and locate the world's seven continents and five oceans | I can name and locate the world's seven continents and five oceans |
| I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom | I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom | I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom | I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom | I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom |
| I can use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office | I can use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office | I can use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office | I can use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office | I can use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office |
| I can 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. | I can 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. | I can 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. | I can 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. | I can 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. |
| I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a | I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a | I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a | I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a | I 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 | small area in a | small area in a | small area in a | small area in a | |
|----|--------------------------|--|--------------------------|--------------------------|--------------------------|---|
| С | contrasting non- | contrasting non- | contrasting non- | contrasting non- | contrasting non- | |
| E | European country. | European country. | European country. | European country. | European country. | |
| | | | | | | |
| 1 | understand and use | I understand and use | I understand and use | I understand and use | I understand and use | |
| | widening range of | a widening range of | a widening range of | a widening range of | a widening range of | |
| | 0 0 | | 0 0 | | | |
| | geographical terms | geographical terms | geographical terms | geographical terms | geographical terms | |
| | e.g. specific topic | e.g. specific topic | e.g. specific topic | e.g. specific topic | e.g. specific topic | |
| | ocabulary - | vocabulary - | vocabulary - | vocabulary - | vocabulary - | |
| | neander, floodplain, | meander, floodplain, | meander, floodplain, | meander, floodplain, | meander, floodplain, | |
| lo | ocation, industry, | location, industry, | location, industry, | location, industry, | location, industry, | |
| tr | ransport, settlement, | transport, settlement, | transport, settlement, | transport, settlement, | transport, settlement, | |
| | vater cycle etc. | water cycle etc. | water cycle etc. | water cycle etc. | water cycle etc. | |
| | | | | | | |
| ı | use simple compass | I use simple compass | I use simple compass | I use simple compass | I use simple compass | |
| | directions (North, | directions (North, | directions (North, | directions (North, | directions (North, | |
| | South, East and | South, East and | South, East and | South, East and | South, East and | |
| | | The state of the s | West) and locational | West) and locational | West) and locational | |
| | West) and locational | West) and locational | and directional | • | and directional | |
| | and directional | and directional | | and directional | | |
| | anguage e.g. near | language e.g. near | language e.g. near | language e.g. near | language e.g. near | |
| | and far; left and right, | and far; left and right, | and far; left and right, | and far; left and right, | and far; left and right, | |
| | o describe the | to describe the | to describe the | to describe the | to describe the | |
| | ocation of features | location of features | location of features | location of features | location of features | |
| a | and routes on a map. | and routes on a map. | and routes on a map. | and routes on a map. | and routes on a map. | |
| | | | | | | |
| | | I can identify where | I can identify where | I can identify where | I can identify where | |
| | | countries are within | countries are within | countries are within | countries are within | |
| | | Europe; including | Europe; including | Europe; including | Europe; including | |
| | | Russia. | Russia. | Russia. | Russia. | |
| | | | | | | |
| | | I can use the 8 points | I can use the 8 points | I can use the 8 points | I can use the 8 points | |
| | | of a compass. | of a compass. | of a compass. | of a compass. | |
| | | 1.22 | | · | | |
| | | I can use and | I can use and | I can use and | I can use and | |
| | | interpret maps, | interpret maps, | interpret maps, | interpret maps, | |
| | | globes, atlases and | globes, atlases and | globes, atlases and | globes, atlases and | |
| | | digital / computer | digital / computer | digital / computer | digital / computer | Υ |
| | | mapping to locate | mapping to locate | mapping to locate | mapping to locate | 3 |
| | | countries and key | countries and key | countries and key | countries and key | |
| | | features Road Trip | features Road Trip | features Road Trip | features Road Trip | |
| | | USA | USA | USA | USA | |
| | | 00/1 | | | | |
| | | I can understand the | I can understand the | I can understand the | I can understand the | |
| | | effect of landscape | effect of landscape | effect of landscape | effect of landscape | |
| | | features on the | features on the | features on the | features on the | |
| | | TOURIST OF THE | Toutures on the | iodialos on the | Toutures on the | |

| | development of a locality. | |
|---|---|---|---|---|--|
| | I can understand why there are similarities and differences between places. | I can understand why there are similarities and differences between places. | I can understand why there are similarities and differences between places. | I can understand why there are similarities and differences between places. | |
| | I can understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. | I can understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. | I can understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. | I can understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. | |
| | I can compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences | I can compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences | I can compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences | I can compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences | |
| | I can identify the physical characteristics and key topographical features of the countries within North America. | I can identify the physical characteristics and key topographical features of the countries within North America. | I can identify the physical characteristics and key topographical features of the countries within North America. | I can identify the physical characteristics and key topographical features of the countries within North America. | |
| , | | I Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, | I Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, | I Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, | |
| | | rivers, mountains, volcanoes and | rivers, mountains, volcanoes and | rivers, mountains, volcanoes and | |
| | | | | | |

I know about the physical features of coasts and begin to understand erosion and deposition.

deposit materials.

I Understand how humans affect the environment over time.

I can explain about key natural resources e.g. water in the locality.

I know about the physical features of coasts and begin to understand erosion and deposition.

I can explain about key natural resources e.g. water in the locality.

I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. earthquakes, and the water cycle.

I know how rivers erode, transport and deposit materials.

I know about the physical features of coasts and begin to understand erosion and deposition.

I Understand how humans affect the environment over time.

I can explain about key natural resources e.g. water in the locality.

I know about the physical features of coasts and begin to understand erosion and deposition.

I can explain about key natural resources e.g. water in the locality.

I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

earthquakes, and the water cycle.

I know how rivers erode, transport and deposit materials.

I know about the physical features of coasts and begin to understand erosion and deposition.

I Understand how humans affect the environment over time.

I can explain about key natural resources e.g. water in the locality.

I know about the physical features of coasts and begin to understand erosion and deposition.

I can explain about key natural resources e.g. water in the locality.

I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

water.

earthquakes, and the water cycle.

I can 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.

I can 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 .(where our food comes from).

I can 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 landuse patterns; and

earthquakes, and the water cycle.

I can 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.

I can 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 .(where our food comes from).

I can 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 landuse patterns; and

| understand how some of these aspects have changed over time | understand how some of these aspects have changed over time | |
|---|--|--------|
| | I can Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. I understand about weather patterns around the world and relate these to climate zones. I understand how humans affect the environment over time. I understand and use | Y 6 |
| | a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | |
| | I can ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it | |

might be like if...continues?

I can 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.

I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

I 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.