

Knowledge		Nursery		Skills	Attitude
<b>The UK and the local area</b>	To name the town we live in e.g. Stalybridge	To look at maps of the local area		<ul style="list-style-type: none"> <li>• To begin to communicate with others</li> <li>• To begin to show curiosity in local places</li> <li>• To begin to work well with other children</li> </ul>	
<b>The world and continents</b>	To describe some countries around the world	To know that cultures are different and that people have different traditions			
<b>Physical themes</b>	To identify and range of environments close to school and discuss similarities and differences To talk about the weather	To describe locations as near and far			
<b>Human themes</b>	To talk about some landmarks close to school	To be able to name some landmarks close to home			
<b>Understanding places and connections</b>	To talk about places they have visited	Use simple fieldwork and observations in our school grounds			

Knowledge		Reception	Skills	Attitude
<b>The UK and the local area</b>	<ul style="list-style-type: none"> <li>• Begin to know about the local area</li> <li>• Begin to name some local landmarks close to school</li> <li>• To name some other towns I in our area</li> </ul>	<ul style="list-style-type: none"> <li>• Use a map, atlas or globe to locate Stalybridge</li> <li>• Use a world map, atlas or globe to locate a distant place</li> <li>• Make observations about the weather and seasons</li> <li>• Draw a simple map</li> <li>• Use simple fieldwork and observations in the local area e.g. Stalybridge</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to communicate with others</li> <li>• To begin to show curiosity in distant places</li> <li>• To begin to work well with other children</li> </ul>	
<b>The world and continents</b>	<ul style="list-style-type: none"> <li>• To name and locate a distant place e.g. Australia</li> </ul>			
<b>Physical themes</b>	<ul style="list-style-type: none"> <li>• Talk about the day-to-day weather and some of the features of the seasons in our locality.</li> <li>• Begin to recognise a natural environment e.g. river and begin to use some key vocabulary</li> </ul>			
<b>Human themes</b>	<ul style="list-style-type: none"> <li>• To begin to identify a range of human environments in the local area e.g. canal,</li> </ul>			
<b>Understanding places and connections</b>	<ul style="list-style-type: none"> <li>• Begin to make observations</li> <li>• Begin to describe the physical and human features of Stalybridge and a different environment.</li> </ul>			

Knowledge		Year 1	Skills	Attitude
<b>UK and local area</b>	<ul style="list-style-type: none"> <li>• Know about the local area e.g. Manchester and name key landmarks.</li> <li>• To name the four countries of United Kingdom. To name their capital cities.</li> </ul>		<p>Use a world map, atlas or globe to recognise and name United Kingdom</p> <ul style="list-style-type: none"> <li>• Use a UK wall map or atlas to locate and identify the four countries and capital cities of the UK.</li> <li>• Use locational and directional language e.g. left and right to describe the location of features and routes on a map.</li> <li>• Use aerial photographs and plan perspectives to identify features of a locality.</li> <li>• Draw a simple map of a familiar UK location</li> <li>• Keep a weekly weather chart based on first hand observations using picture symbols.</li> <li>• Use simple fieldwork and observational skills to locate some features of a distant place.</li> </ul>	<p>The pupil demonstrates the ability to communicate with others.</p> <ul style="list-style-type: none"> <li>• The pupil demonstrates the ability to work with other children (collaborate).</li> <li>• The pupil shows enthusiasm and commitment to the topic.</li> </ul>
<b>World and continents</b>	<ul style="list-style-type: none"> <li>• Recognise and locate Europe on globe or atlas.</li> </ul>			
<b>Physical themes</b>	<ul style="list-style-type: none"> <li>• Show awareness that weather may vary in different parts of the UK and different parts of the world.</li> <li>• Talk about a natural environment, naming its features using some key vocabulary e.g. coast</li> </ul>			
<b>Human themes</b>	Talk about a human environment of another UK location e.g. the pier at Blackpool and naming some features using key vocabulary e.g. funfair, manmade, leisure.			
<b>Understanding places and connections</b>	<p>Make observations about, and describe, the local area or another familiar UK location e.g. Blackpool.</p> <ul style="list-style-type: none"> <li>• Describe an aspect of the physical and human geography of a distant place e.g. Blackpool</li> <li>• Show awareness of their locality and identify one of two ways it is different and similar to the distant place</li> </ul>			

Knowledge		Year 2	Skills	Attitude
<b>The UK and the local area</b>	Name and locate capital cities (London and Manchester) a map.		Use world maps, atlases and globes to name and locate the seven continents and five oceans.	<p>The pupil demonstrates the ability to communicate with others.</p> <ul style="list-style-type: none"> <li>• The pupil demonstrates the ability to work with other children (collaborate).</li> <li>• The pupil shows enthusiasm and commitment to the topic.</li> </ul>
<b>The world and continents</b>	Name the seven continents and five oceans		<ul style="list-style-type: none"> <li>• Use simple compass directions (North, South, East, and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.</li> </ul>	
<b>Physical themes</b>	<ul style="list-style-type: none"> <li>• Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</li> </ul>		<ul style="list-style-type: none"> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>	
<b>Human themes</b>	<ul style="list-style-type: none"> <li>• Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>• Devise a simple map with a basic key of places showing physical and human features</li> </ul>	
<b>Understanding places and connections</b>	<p>Make observations about, and describe, the local area and its physical and human geography.</p> <ul style="list-style-type: none"> <li>• Describe the physical and human geography of a distant hot and cold place.</li> <li>• Describe our locality and how it is similar and different to the distant place.</li> </ul>		<ul style="list-style-type: none"> <li>• Locate features on a map using simple keys.</li> </ul>	

Knowledge		Year 3	Skills	Attitude
<b>The UK and local area</b>	<ul style="list-style-type: none"> <li>• Locate counties in the UK</li> <li>• Locate the UK's major urban areas.</li> <li>• Locate some physical environments in the UK.</li> </ul>		<ul style="list-style-type: none"> <li>• Use a map to identify countries in North or South America.</li> <li>• Name and locate some counties in the UK.</li> <li>• Use an atlas to locate the UK's major urban areas.</li> <li>• Use a simple number and letter grid.</li> <li>• Give directions up to four compass points.</li> <li>• Use large scale maps outside.</li> <li>• Use OS map symbols symbols.</li> <li>• In a group, carry out fieldwork in the local area using appropriate techniques suggested.</li> <li>• Present information gathered in fieldwork using a simple graph.</li> </ul>	<p>The pupil demonstrates the ability to communicate with others.</p> <ul style="list-style-type: none"> <li>• The pupil demonstrates the ability to work with other children (collaborate).</li> <li>• The pupil shows enthusiasm and commitment to the topic</li> </ul>
<b>The world and continents</b>	<ul style="list-style-type: none"> <li>• Locate some countries in South or North America on a map or atlas.</li> <li>• Use a globe and map to identify the position of the Poles, the Equator, and the Arctic and Antarctic circles.</li> </ul>			
<b>Physical themes</b>	<ul style="list-style-type: none"> <li>• Describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles</li> <li>• Recognise different natural features, such as a volcano and describe them using a range of key vocabulary.</li> </ul>			
<b>Human themes</b>	<ul style="list-style-type: none"> <li>• Identify and sequence different human environments, such as the local area and contrasting settlements, such as a village and a city.</li> <li>• Recognise features and some activities that occur in different settlements using a range of key vocabulary.</li> <li>• Recognise the main land uses within urban areas and the key characteristics of rural areas using vocabulary e.g. bridge/railway/countryside/farm.</li> </ul>			
<b>Understanding places and connections</b>	<ul style="list-style-type: none"> <li>• Understand the basic physical and human geography of the UK and its contrasting human and physical environments.</li> <li>• Recognise that some regions are different from others.</li> <li>• Describe how some physical processes can cause hazards to people e.g. earthquake.</li> <li>• Recognise that there are advantages and disadvantages of living in certain environments e.g. close to a volcano, earthquake zone.</li> </ul>			

Knowledge		Year 4	Skills	Attitude
<b>The UK and local area</b>	<ul style="list-style-type: none"> <li>Locate and describe some human and physical characteristics of the UK.</li> <li>Name some counties and capital cities close to rivers and mountains.</li> </ul>		Use a map or atlas to locate some countries and cities in Europe.	The pupil demonstrates the ability to communicate with others.
<b>The world and continents</b>	Locate some countries in Europe on a map or atlas e.g. Italy and their capital city e.g. Rome.		<ul style="list-style-type: none"> <li>Use four-figure grid references.</li> <li>Give direction instructions up to eight compass points.</li> <li>Adeptly use large scale maps outside.</li> <li>Recognise that contours show height.</li> <li>Describe height and slope from a map.</li> </ul>	<ul style="list-style-type: none"> <li>The pupil demonstrates the ability to work with other children (collaborate).</li> <li>The pupil shows enthusiasm and commitment to the topic.</li> </ul>
<b>Physical Themes</b>	<ul style="list-style-type: none"> <li>Use simple geographical vocabulary to describe significant physical features and talk about how they change.</li> <li>Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</li> <li>Begin to describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</li> <li>Know where some of our main natural resources come from e.g. water.</li> </ul>		<ul style="list-style-type: none"> <li>Use OS map symbols and atlas symbols.</li> </ul>	
<b>Human themes</b>	Identify and sequence a range of settlement sizes, from a village to a city e.g. Italy. <ul style="list-style-type: none"> <li>Describe the characteristics of settlements with different functions, e.g. mountains, rivers.</li> </ul>		Present information gathered in fieldwork using a wider range of graphs.	
<b>Understanding places and connection</b>	Talk about a human environment, such as the local area (Manchester) or another distant location (Europe), naming some features using key vocabulary. Talk about the effects of river pollution.			

Knowledge		Year 5	Skills	Attitude
<b>The UK and local area</b>	Locate and describe some physical environments in the UK, e.g. Lindisfarne. Name some towns and cities in the UK e.g. from Viking settlements.		<p>.Use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe South America.</p> <ul style="list-style-type: none"> <li>• Use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn.</li> <li>• Continue to use four-figure grid references.</li> <li>• Use maps at different scales.</li> </ul> <p>Use digital maps to identify human and physical features.</p>	<p>The pupil demonstrates the ability to communicate with others.</p> <ul style="list-style-type: none"> <li>• The pupil demonstrates the ability to work with other children (collaborate).</li> <li>• The pupil shows enthusiasm and commitment to the topic.</li> </ul>
<b>The world and continents</b>	<ul style="list-style-type: none"> <li>• Locate some major cities and countries of South America on physical and political maps.</li> <li>• Describe some key physical and human characteristics of South America. Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn</li> </ul>			
<b>Physical Themes</b>	<ul style="list-style-type: none"> <li>• Understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest.</li> <li>• Understand that animals and plants are adapted to the climate.</li> <li>• Understand that our food is grown in many different countries because of their climate.</li> </ul>			
<b>Human themes</b>	<p>Know and understand what life is like in cities and in villages e.g. Brazil.</p> <ul style="list-style-type: none"> <li>• Know the journey of how one product gets into their home in detail e.g. bananas.</li> </ul>			
<b>Understanding places and connection</b>	<p>Understand how a region has changed e.g. Rainforests in Brazil.</p> <ul style="list-style-type: none"> <li>• Explain some ways a biome (including the oceans) is valuable and under threat from human activity.</li> </ul>			

Knowledge		Year 6	Skills	Attitude
<b>The UK and local area</b>	<ul style="list-style-type: none"> <li>• Recognise broad land use patterns of the UK.</li> <li>• Describe different types of industry currently in the local area.</li> </ul>		<ul style="list-style-type: none"> <li>• Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</li> </ul>	<p>The pupil demonstrates the ability to communicate with others.</p>
<b>The world and continents</b>	<ul style="list-style-type: none"> <li>• Locate places studied in relation to latitude and longitude and relate this to their time zone, climate, seasons and vegetation.</li> <li>• Identify the position of the Prime/Greenwich Meridian</li> </ul> <p>Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>Locate Russia and its geographical location.</p>		<ul style="list-style-type: none"> <li>• Use six –figure grid references.</li> <li>• Read and compare map scales.</li> <li>• Make sketch maps of areas using symbols, a key and a scale.</li> </ul>	<ul style="list-style-type: none"> <li>• The pupil demonstrates the ability to work with other children (collaborate).</li> </ul>
<b>Physical Themes</b>	<ul style="list-style-type: none"> <li>• Describe and understand a range of key physical processes and the resulting landscape features.</li> </ul>		<ul style="list-style-type: none"> <li>• Use digital maps to investigate features of an area.</li> </ul>	<ul style="list-style-type: none"> <li>• The pupil shows enthusiasm and commitment to the topic.</li> </ul>
<b>Human themes</b>	<p>Understand that products we use are imported as well as locally produced.</p> <ul style="list-style-type: none"> <li>• Explain how the types of industry in the area have changed over time.</li> <li>• Understand where our energy and natural resources come from.</li> </ul> <p>Describe some renewable and non-renewable energy sources.</p>		<ul style="list-style-type: none"> <li>• Present information gathered in fieldwork using a range of graphs.</li> </ul> <p>Plan and carry out a fieldwork investigation in an urban and/or rural area using appropriate techniques.</p>	
<b>Understanding places and connection</b>	<p>Understand how a region has changed and how it is different from another region in the UK.</p> <ul style="list-style-type: none"> <li>• Know information about a region of Europe, North or South America, and economic activity e.g. production and distribution of chocolate.</li> <li>• Understand how human activity is influenced by climate and weather e.g. cocoa production.</li> <li>• Identify an important environmental issue.</li> </ul>			