## Knowledge Map - Think like a Geographer

	Early Years	Y1	Y2	Y3	Y4	Y5	Y6
Learning Themes		Where in the world is Pirate Pete? Comparing Southwick and Kuala Lumpur	Transition: Hot and cold countries. Where do we live? Using maps and plans By The Sea	Transition: Jurassic coast Rivers The Water Cycle Mega Cities Mountains	Transition: Bath vs Southwick The Amazon Europe Extreme Earth	Transition: Norway Scandinavia Rivers Fieldwork – Coastal	Transition: Antarctica China Natural resources including food/ minerals and water Field work: rural v coastal Trading Places
Locational knowledge	Explore the village of Southwick and recognise key places which have meaning – Village Hall, St Thomas' Church, shop etc	Name and locate the four countries within the UK  Name and locate the four capital cities of the UK  Name places in the locality e.g. Bath  Begin to name and locate the worlds seven continents and five oceans.	Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.  Name and locate the worlds seven continents and five oceans.	Begin to locate the worlds countries and begin to name and locate different cities across Europe and North America.	Locate the worlds countries and name and locate the counties and cities of the United Kingdom.  Identify the position and introduce the significance of the equator, the hemispheres and the tropics  Introduce latitude and longitude	Locate the main countries in Scandinavia and their principal cities focusing on key physical features – mountains, fjords, glaciers etc  Name and locate key topographical features e.g. hills, mountains, coasts and rivers.	Identify the position of significance of e.g. longitude, latitude, equator, northern hemisphere, southern hemisphere.
Place knowledge	Talk about their immediate environment, the places in it and how these might vary.  Know that there are different countries in the world and talk about the differences between them  Recognise some similarities and differences between life in the UK and other countries  Identify the differences between the environments of different countries  Use knowledge drawn from observation, discussion, fiction and non-fiction texts to talk about people, culture	Make comparisons between known places e.g. Southwick and Bath describing the similarities and differences  Begin to understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.	Begin to understand similarities and differences within human and physical geography.  Name and locate key topographical features including erosion, hills, mountains and rivers.  Understand how these features have changed over time.	Understand similarities and differences within human and physical geography within the localities studied	Begin to analyse similarities and differences within human and physical geography within the localities studied  Compare two different regions of the UK – city and coastal town	Analyse similarities and differences within human and physical geography within the UK, Europe, North and South America.

Human and physical geography	Children understand similarities and differences in relation to places Recognise some similarities between life in England and in other countries Recognise that some environments are different to the one in which they live	Describe the physical features of the school, its grounds and the surrounding environment  Begin to use geographical vocabulary to refer to key physical and human features.  Identify weather patterns in the UK  Talk about hot and cold countries of the world	Use geographical vocabulary to refer to key physical features e.g. beach, cliff, coast, forest, hill etc and human features e.g. city, town, village, farm, factory etc Identify the locations of hot and cold areas of the world.	Begin to describe key aspects of physical and human geography including mountains, rivers and the water cycle  Study the human characteristics of a European country and its major cities	Describe key aspects of physical and human geography including:  Climate zones, biomes and vegetation belts  Volcanoes ,including the Ring of Fire and earthquakes  Characteristics and features of a European country and its cities	Describe key aspects of physical and human geography including settlements and how geography impacts on way of life.  Begin to recognise the reasons for physical and human patterns and processes including settlements, tourism etc	Recognise the reasons for physical and human patterns and processes through the range of locations studied  Describe and understand key aspects of the distribution of the world's natural resources (fossil fuels) and trade between the UK and other countries including Fair Trade.
Geographical skills and fieldwork	Use Journey sticks to talk about a welly walk.  Describe a familiar route and draw a map to represent it  Explaining changes in the environment.	Begin to use simple maps, atlases and globes to identify the UK and its countries.  Use directional language to describe the location of features and routes on maps  Devise simple picture maps  Use photographs/Google Earth to recognise landmarks and other basic human/physical features  Begin to use compass directions etc.  Use simple fieldwork and observational skills to study the geography of the school and its grounds	Use maps, atlases and globes to identify the UK and its countries as well as other countries, continents and oceans.  Use the four points of the compass to describe the location of features/routes on a map.  Use aerial photographs to recognise landmarks and basic human/physical features.  Devise a simple map, constructing and using basic symbols in a key.	Use maps, atlases, globes and Google Earth to locate the UK and its countries as well as other countries, continents and oceans and describe the features studied using geographical terms  Continue to use aerial photographs to support fieldwork.	Compare maps of different contrasting locations and begin to draw own conclusions.  Begin to use compass points and grid references to build knowledge.	Begin to develop own fieldwork, selecting appropriate techniques and instruments and record appropriately e.g. sketch maps, plans, and digital technologies  Use the 8 compass points and four and six figure grid references to build knowledge.	Develop own fieldwork, selecting appropriate techniques and instruments and record appropriately.
Use subject specific vocabulary	Use positional vocabulary	See MTP for details	See MTP for details	See MTP for details	See MTP for details	See MTP for details	See MTP for details