



	By the end of Reception children should be able to...	By the end of year 1 children should be able to...	Children exceeding year related expectations should:
Geographical Knowledge (Locational & Place knowledge)	<p>Join in with family customs and routines</p> <p>Know similarities and differences between themselves and others among families communities and transitions</p>	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and the surrounding seas</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	<p>Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.</p>
Geographical Understanding (Physical & Human themes)		<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK <p>Identify the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to</p>	

		<p>-key physical features : forest, hill, mountain, soil, valley, vegetation</p> <p>- key human features- including city, town, village, factory, farm, house, office</p> <p>Understand geographical similarities and differences through studying geography of a small area of the United Kingdom</p> <p>Understand geographical similarities and differences through studying geography of a small area in a contrasting non-European country.</p>	
<p>Geographical Skills and Field Work (map and atlas work; Field work and investigation):</p>		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries and the surrounding seas</p> <ul style="list-style-type: none"> • Use aerial images and plan perspectives to recognise landmarks, and basic human and physical features <p>Use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • Use directional language (left, right, forwards, backwards) and locational language (e.g. near and far) to describe the location of features and routes on a map. 	

		Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	
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	By the end of Year 1 children should be able to...	By the end of year 2 children should be able to...	Children working at a mastery level in year 2 should...
Geographical Knowledge (Locational & Place knowledge)	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and the surrounding seas</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	<p>Name and locate the world's seven continents and the five oceans</p> <p>Use 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 contrasting non-European country concentrating on islands and sea sides</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	<p>Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical Understanding (Physical & Human themes)</p>	<ul style="list-style-type: none"> •Identify seasonal and daily weather patterns in the UK Identify the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to -key physical features : forest, hill, mountain, soil, valley, vegetation - key human features- including city, town, village, factory, farm, house, office Understand geographical similarities and differences through studying geography of a small area of the United Kingdom Understand geographical similarities and differences through studying geography of a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features : forest, hill, mountain, soil, valley, vegetation, beach, cliff, coast, sea, ocean, river, season and weather key human features including : city, town, village, factory, farm, house, office, port, harbor and shop Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting country around the world . 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical Skills and Field</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries and the surrounding seas</p>	<ul style="list-style-type: none"> • Use compass directions (north, south, east and west) and locational language (e.g. near and far, left and right)) to 	

	<ul style="list-style-type: none"> • Use aerial images and plan perspectives to recognise landmarks, and basic human and physical features <p>Use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • Use directional language (left, right, forwards, backwards) and locational language (e.g. near and far) to describe the location of features and routes on a map. <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1) 	
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Key performance indicators are in **BOLD**.



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	By the end of Year 2 children should be able to...	By the end of year 3 children should be able to...	Children working at a mastery level in year 3 should...
Geographical Knowledge (Locational & Place knowledge)	<p>Name and locate the world's seven continents and the five oceans</p> <p>Use 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 contrasting non-European country concentrating on islands and sea sides</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	<p>Locate and name the continents on a world map and the major oceans and seas</p> <p>Locate the main countries and capitals of European countries</p> <p>Locate and name the countries making up the British Isles with their capital cities</p> <p>Identify longest rivers in the world, largest desert, highest mountains. Compare with the UK</p> <p>Identify a region of the UK with a region in Europe eg local hilly area with a flat one or under the sea level. Link with science, rocks or with Italy (Rome)</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere. Tropics of Cancer and Capricorn</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> • Explain own views about locations, giving reasons. 	<p>Be able to independently use and apply the skills that are expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.</p>

Geographical Understanding (Physical & Human themes)

Use basic geographical vocabulary to refer to

key physical features : forest, hill, mountain, soil, valley, vegetation, beach, cliff, coast, sea, ocean, river, season and weather

key human features including : city, town, village, factory, farm, house, office, port, harbor and shop

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and **of a contrasting country from around the world .**

Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belt, volcanoes and earthquakes link to science rock types

Describe and understand key aspects of Human geography including tradelinks in Pre-Roman and Roman Era

Type of settlements in Early Britain linked to Hiistory. Why did the stoneage, ironage and bronze age people choose to settle there ? Why did the Romans choose to settle there ?

Identify environmental regions, key physical and human characteristics, countries and major cities within Europe.

- Describe geographical similarities and differences between countries within Europe; including the United Kingdom.
- Describe and understand key aspects of human geography of a region or area of Europe, including types of settlement, land use and economic activity.
- Understand how topographical features (including hills, mountains, and land uses) have changed over time.

Geographical Skills and Field Work

- Use compass directions (north, south, east and west) and locational language (e.g. near and far, left and right)) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)

- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features.

- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.

- Use a range of resources to identify the key physical and human features of a location.

- Name and locate the countries of Europe and identify their main physical and human characteristics.

Learn the 8 points of a compass, 2 figure grid reference (maths co-ordinates), symbols and key and use of simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.



Key performance indicators are in **BOLD**.

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	By the end of Year 3 children should be able to...	By the end of year 4 children should be able to...	Children working at a mastery level in year 4 should...
Geographical Knowledge (Locational & Place knowledge)	<p>Locate and name the continents on a world map and the major oceans and seas</p> <p>Locate the main countries and capitals of European countries</p> <p>Locate and name the countries making up the British Isles with their capital cities</p> <p>Identify longest rivers in the world, largest desert, highest mountains. Compare with the UK</p> <p>Identify a region of the UK with a region in Europe eg local hilly area with a flat one or</p>	<p>On a world map locate the world's countries, focusing on Europe and North or South America</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions</p> <p>On a world map, globe locate Equator, N. and S. Hemisphere. Tropics of Cancer and Capricorn, Antarctic Circles</p> <p>Locate and name counties and cities around Birmingham and West Midlands</p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom eg Birmingham, Contrast with another locality within the UK</p>	<p>Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.</p>

	<p>under the sea level. Link with science , rocks or with Italy (Rome)</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere. Tropics of Cancer and Capricorn - the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> • Explain own views about locations, giving reasons. • 	<p>Understand the geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere. Tropics of Cancer and Capricorn, Arctic/Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night)</p>	
<p>Geographical Understanding (Physical & Human themes</p>	<p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belt, volcanoes and earthquakes link to science rock types</p> <p>Describe and understand key aspects of Human geography including tradelinks in Pre-Roman and Roman Era</p> <p>Type of settlements in Early Britain linked to Hiistory. Why did the stoneage, ironage and bronze age people choose to settle there ? Why did the Romans choose to settle there ?</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including : climate zones, biomes and vegetation belts (link to work on habitats)</p> <p>Types of settlements in modern Britain : villages, towns, cities</p> <p>Identify environmental regions, key physical and human characteristics, countries and major cities within Europe eg Birmingham.</p> <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries within Europe; including the United Kingdom. 	

	<p>Identify environmental regions, key physical and human characteristics, countries and major cities within Europe.</p> <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries within Europe; including the United Kingdom. • Describe and understand key aspects of human geography of a region or area of Europe, including types of settlement, land use and economic activity. • Understand how topographical features (including hills, mountains, and land uses) have changed over time. 	<ul style="list-style-type: none"> • Describe and understand key aspects of human geography of a region or area of Europe, eg Birmingham including types of settlement, land use and economic activity. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical Skills and Field Work</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features.</p> <ul style="list-style-type: none"> • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. 	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features.</p> <p>Learn the 8 points of a compass, 4 figure grid reference (maths co-ordinates), symbols and key and use of simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p>	

• Name and locate the countries of Europe and identify their main physical and human characteristics.

Learn the 8 points of a compass, 2 figure grid reference (maths co-ordinates), symbols and key and use of simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.

• Use a range of resources to identify the key physical and human features of a location.

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	By the end of Year 4 children should be able to...	By the end of year 5 children should be able to...	Children working at a mastery level in year 5 should...
Geographical Knowledge (Locational & Place knowledge)	<p>On a world map locate the world's countries, focusing on Europe and North or South America</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions</p> <p>On a world map, globe locate Equator, N. and S. Hemisphere. Tropics of Cancer and Capricorn, Arctic/ Antarctic Circles</p>	<p>On a world map/globe and locate the main countries in Europe- link to Scandinavian countries for Vikings (including the location of Russia) – Locate and name the principal cities. Identify key physical and human characteristics</p>	<p>Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.</p>

	<p>Locate and name counties and cities around Birmingham and West Midlands</p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom eg Birmingham, Contrast with another locality within the UK</p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere. Tropics of Cancer and Capricorn, Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>On a world map/globe locate the main countries in Africa- Locate and name the principal cities.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere. Tropics of Cancer and Capricorn, Arctic, Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night)- link to science</p> <p>Identify land use on maps eg Africa/ Scandinavian countries</p> <p>Identify the geographical regions and key topographical features eg hills, mountains, coasts, rivers, and land-use patterns and understand how some of the aspects have changed over time</p>	
<p>Geographical Understanding (Physical & Human themes</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including : climate zones, biomes and vegetation belts (link to work on habitats)</p> <p>Types of settlements in modern Britain : villages, towns, cities</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography – including climate zones, biomes and vegetation belts</p> <p>Physical geography- including rivers, mountains, volcanoes, earthquakes and the water cycle</p> <p>Human geography – including economic activity, tradelinks, distribution of natural resources including energy, food, minerals</p>	

	<p>Identify environmental regions, key physical and human characteristics, countries and major cities within Europe eg Birmingham.</p> <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries within Europe; including the United Kingdom. • Describe and understand key aspects of human geography of a region or area of Europe, eg Birmingham including types of settlement, land use and economic activity. 	<p>Describe geographical similarities and differences between countries within Europe; including the United Kingdom and Africa</p> <p>Understand the interaction between physical and human processes eg how are the oceans under threat by human activity</p> <p>Types of settlements in Viking Britain : villages, towns, cities</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical Skills and Field Work</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features.</p> <p>Learn the 8 points of a compass, 4 figure grid reference (maths co-ordinates), symbols and key and use of simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. 	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features.</p> <p>Learn the 8/16 points of a compass, 4/6 figure grid reference (maths co-ordinates), symbols and key and use of simplified Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. 	

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Key performance indicators are in BOLD.

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	By the end of Year 5 children should be able to...	By the end of year 6 children should be able to...	Children working at a mastery level in year 6 should...
Geographical Knowledge (Locational & Place knowledge)	On a world map/globe and locate the main countries in Europe- link to Scandinavian countries for Vikings (including the location of Russia) – Locate and name the principal cities. Identify key physical and human characteristics	On a world map/globe and locate the main countries in Europe, America, Asia and Oceania/Australasia – Locate and name the principal cities. Identify key physical and human characteristic- link to World War Link with history how land use has changed over time	Be able to independently use and apply the skills that are at expected for this year group. They should demonstrate that their skills, knowledge and understanding is embedded in this subject area through using the Greenholm School 'Learning Tools'.

	<p>On a world map/globe locate the main countries in Africa- Locate and name the principal cities.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere. Tropics of Cancer and Capricorn, Arctic, Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night)- link to science</p> <p>Identify land use on maps eg Africa/ Scandinavian countries</p> <p>Identify the geographical regions and key topographical features eg hills, mountains, coasts, rivers, and land-use patterns and understand how some of the aspects have changed over time</p>		
<p>Geographical Understanding (Physical & Human themes</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography – including climate zones, biomes and vegetation belts</p> <p>Physical geography- including rivers, mountains, volcanoes, earthquakes and the water cycle</p> <p>Human geography – including economic activity, tradelinks, distribution of natural resources including energy, food, minerals</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography – including climate zones, biomes and vegetation belts</p> <p>Physical geography- including rivers, mountains, water cycle –link to science- habitats</p>	

	<p>Describe geographical similarities and differences between countries within Europe; including the United Kingdom and Africa</p> <p>Understand the interaction between physical and human processes eg how are the oceans under threat by human activity</p> <p>Types of settlements in Viking Britain : villages, towns, cities</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical Skills and Field Work</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features.</p> <p>Learn the 8/16 points of a compass, 4/6 figure grid reference (maths co-ordinates), symbols and key and use of simplified Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area</p> <p>using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. 	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features.</p> <p>6 figure grid reference (maths co-ordinates),</p> <p>Latitude and longitude lines</p>	

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