

History Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Talk about and describe people and places in the local area. Talk about similarities and differences between places, e.g. the school playground and the town park. Talk about different ways to travel, e.g. on foot, by car, train, bus etc	1. Name and Locate a local town and understand how some places are linked to other places e.g. roads, trains	1. Name, locate the world's seven continents and five oceans. 2. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. 3. Name, locate and identify characteristics of the seas surrounding the United Kingdom.	1. Identify where counties are within the UK and the key topographical features. 2. Name and locate the cities of the UK.	1. Recognise the different shapes of continents. 2. Demonstrate knowledge of features about places around them and beyond the UK. 3. Identify where countries are within Europe; including Russia. 4. Recognise that people have differing qualities of life living in different locations and environments. 5. Know how a locality is set within a wider geographical context.	1. Identify and describe the significance of the Prime/ Greenwich Meridian and time zones including night and day. 2. Recognise different shapes of countries. 3. Identify the physical characteristics and key topographic features of the countries within North America. 4. Know about the wider context of places e.g. county, region and country. 5. Know location of: Capital cities of	1. 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. 2. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key

						countries of British Isles and U.K. seas around U.K., European Union countries with high population and large areas and largest cities in each continent.	topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time. 3. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Place Knowledge	Know all the people who make up the community of the setting. • Provide stimuli and resources	1. Name, describe and compare familiar places. 2. Link their homes with other places in their local community. 3. Know about some	1. Understand geographical similarities and differences through studying the human and physical geography of a	1. Recognise there are similarities and differences between places. 2. Develop an awareness of how	1. Know about the wider context of places – region, country. 2. Understand why there are similarities and	1. Know about the wider context of places – region, country. 2. Understand why there are similarities and	1. Understand geographical similarities and differences through the study of human and physical

	for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.	present changes that are happening in the local environment e.g. at school. 4. Suggest ideas for improving the school environment.	small area of the UK and a small area in a contrasting non-European country.	places relate to each other.	differences between places.	differences between places.	geography of a region of the UK, a region in a European country, and a region within No
Human and Physical Geography	Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather. Use simple geographical words to describe human features e.g. city, town, village, factory	1. Describe and identify Seasonal and daily weather patterns and changes in the UK.	1. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 2. 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.	1. Recognise there are similarities and differences between places. 2. Develop an awareness of how places relate to each other.	1. Describe human features of UK regions, cities and/or counties. 2. Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality. 3. Describe how people have been affected by changes in the environment. 4. Explore weather patterns around parts of the world.	1. Understand weather patterns around the world and relate these to climate zones. 2. Know how rivers erode, transport and deposit materials. 3. Know about the physical features of coasts and begin to understand erosion and deposition. 4. Understand how humans affect the environment over time. 5. Know about changes to world	1. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 2. 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,

	farm, house, office, port, harbour, shop.		<ul style="list-style-type: none"> • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 			environments over time. 6. Understand why people seek to manage and sustain their environment. 7. Including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade)	food, minerals and water.
Geographical Skills and Fieldwork	Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.	1. Ask simple questions geographical questions e.g. What is it like to live in this place? 2. Use simple observational skills to study geography of the school and its grounds. 3. Use simple maps of the local area. 4. Use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes.	1. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. 2. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the	1. Use and interpret maps, atlases, globes and digital/computer mapping to locate countries and key features. 2. Analyse evidence and draw conclusions e.g. make a comparison between locations using aerial photos/pictures e.g. population, temperature etc. 3. Ask and respond to geographical questions e.g.	1. Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. 2. Measure straight line distances using the appropriate scale. 3. Explore features on OS maps using	1. Understand and use a widening range of geographical terms e.g. specific vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	1. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. 2. Use the eight points of a compass, four and six -figure grid references, symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the United Kingdom

		5. Make simple maps and plans.	<p>location of features and routes on a map.</p> <p>3. 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.</p> <p>4. Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of its surrounding environment.</p>	<p>Describe the landscape, Why is it like this? How is it changing? What do you think about that?</p> <p>4. Recognise that different people hold different views about an issue and begin to understand some reasons why.</p> <p>5. Communicate findings in ways appropriate to the task or for the audience.</p> <p>6. Understand and use a widening range of geographical terms e.g. specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.</p> <p>7. Use basic geographical vocabulary such as cliff, ocean, valley,</p>	<p>four figure grid references.</p> <p>4. Draw accurate maps with more complex keys.</p> <p>5. Plan the steps and strategies for an enquiry.</p>		<p>and the wider world.</p> <p>3. Use fieldwork to observe, measure 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> <p>4. Understanding and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>5. Use maps, charts etc to support decision making about the location of places e.g. new bypass.</p>
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