















Year	Sticky Knowledge		Key Skills		Vocabulary
Golden Threads	Physical Geography	Human Geography	Maps	Questions	
EYFS					
ELG	<p>Understanding the world - people, culture and communities.</p> <ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>Understanding the world - the natural world</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 				

Year	Sticky Knowledge		Key Skills		Vocabulary
Golden Threads	Physical Geography	Human Geography	Maps	Questions	
1	 <ul style="list-style-type: none"> ● Know the names of the four countries that make up the UK and name the four main seas that surround the UK. ● Know where their school and home are and that they live within Norfolk. ● Know where the Equator, North & South poles are on a globe. ● Know that hot countries are near the Equator and have sand and deserts. ● Know that the Arctic is cold. Cold places have snow. Different animals live in hot and cold places. ● Know summer is the hottest and winter is the coldest season in the UK. ● Know and recognise main weather symbols for: rain, snow, thunder & lightning, cloud, sunny. ● To know that a village is smallest, town is larger and then city is largest and that there would be more things (e.g. shops, cathedral) cities. 	 <ul style="list-style-type: none"> ● Draw picture maps from stories, using own symbols. ● Use simple picture maps to move around school. ● Follow directions (up/down, left/right, forwards/backwards). ● To use North & South. 	 <ul style="list-style-type: none"> ● Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings. Make observations about where things are e.g. within school or local area. 		<p>England, Scotland, Wales, Northern Ireland, UK, United Kingdom, North Sea, Atlantic Ocean, English Channel, Irish Sea, country, union.</p> <p>Hot, cold, weather, seasons, Arctic, Equator, polar, symbol</p> <p>Similar, different Town, village, city, sea, ocean, hill, river, soil, forest</p> <p>North & South, globe</p>
2	<ul style="list-style-type: none"> ● Know the name of, and locate, the four capital cities of England, Wales, Scotland, Northern Ireland. ● Name and locate the world's seven continents and five oceans. ● Know the main differences between a place in England and a place in a non-European country. ● Identify physical features: mountain, lake, island, valley, river cliff, forest, beach. ● Explain some advantages and disadvantages of living in a city or village – make links and make comparisons to own locality. ● Describe weather patterns in each season of the UK. 	<ul style="list-style-type: none"> ● Look down on objects to create a plan – introducing the aerial perspective. ● Draw maps of real or imaginary places, using agreed symbols and a simple given key. ● Follow a route on a map. ● Begin to use NSEW. ● Use directional vocabulary to describe where something is. ● Use an infant atlas to locate places. 	<ul style="list-style-type: none"> ● Children encouraged to ask simple geographical questions; Where is it? What's it like? ● Use NF books, stories, maps, pictures/photos and internet as sources of information. ● Investigate their surroundings. Make appropriate observations about why things happen. 		<p>London, Edinburgh, Cardiff, Belfast Atlantic (Southern) Atlantic, Pacific, Indian and Arctic Ocean.</p> <p>Africa, Asia, Europe, European, North & South America, Oceania</p> <p>North, South, East & West, near, far, left, right</p> <p>Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p>

		<ul style="list-style-type: none"> ● Make a map of the school grounds using simple field and observational work. 	<ul style="list-style-type: none"> ● Make simple comparisons between features of different places. 	vegetation, season and weather, island, lake. Human features: factory, farm, house, office, port, harbour and shop
End of KS1 NC Objectives	Locational Knowledge: <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place Knowledge: <ul style="list-style-type: none"> - 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 contrasting non-European country Human & Physical: <ul style="list-style-type: none"> - 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 	Geographical Skills & Fieldwork <ul style="list-style-type: none"> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - 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 location of features and routes on a map - 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 - 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. 		Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Year	Sticky Knowledge		Key Skills		Vocabulary	
Golden Threads	Physical Geography 	Human Geography 	Maps 	Questions 		
3	<ul style="list-style-type: none"> Know the names of and locate at least eight European countries. Know the names of and locate at least eight counties and at least six cities in England. Know at least five differences between living in the UK and a Mediterranean country. Study the human geography of a region of the UK, inc. land-use patterns; and understand how some of these aspects have changed over time. Study the physical geography of a region of the UK, inc. key topographical features (hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time. 		<ul style="list-style-type: none"> Draw a simple map of a route experienced. Know what a key is and use standard symbols. Follow a route on a map with some accuracy (e.g. orienteering). Use letter/number co-ordinates and the eight points of a compass. Use maps, plans and atlases with different scales. Use maps to locate European countries and capitals. 		<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	Amazon rainforest, Norfolk, Mediterranean, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.
4	<ul style="list-style-type: none"> Know the names of and locate at least eight major capital cities across the world. Know where the main mountain regions are in the UK. Know, name and locate the main rivers in the UK. Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know what is meant by the term 'tropics' Know and label the main features of a river. Know why most cities are located by a river. Know the name of and locate a number of the world's longest rivers. Know the names of a number of the world's highest mountains. Explain the features of a water cycle. 		<ul style="list-style-type: none"> Make a map of a short route with features in correct order, inc. symbols & key. Know how to plan a journey within the UK, using a road map. Make a simple scale drawing. Begin to recognise OS symbols. Use 4 figure grid references and begin to use 8 point compass. 		<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs. Investigate places and themes at more than one scale. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between 	climate, tropics, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food, settlement

	<ul style="list-style-type: none"> Study the human geography of a region in a European country, including the different types of settlements. 	<ul style="list-style-type: none"> Use maps at different scales, inc. atlas and OS maps. Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. 	locations photos/pictures/maps	
5	<ul style="list-style-type: none"> Know the names of a number of European capitals Know the names of, and locate, a number of South or North American countries. Know the key differences between living in the UK and in a country in either North or South America. Know what is meant by biomes and what are the features of a specific biome. Label the layers of a rainforest and know what deforestation is including some of its impacts on the environment. Explore the fair/unfair distribution of resources and understand trade links between the UK and other countries. Link with history and compare land use maps from past and present. 	<ul style="list-style-type: none"> Draw a sketch map with some accuracy, inc. symbols & key. Use and recognise OS symbols. Measure straight line distance on a map. Use four figure grid references and 8 point compass. Use a range of different maps, selecting the most suitable for different purposes. Identify the position and significant of latitude/longitude and the Greenwich Meridian (linking with science, time zones & day/night) 	<ul style="list-style-type: none"> Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. rainfall or temperature of various locations - influence on people/everyday life 	Deforestation, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, biome
6	<ul style="list-style-type: none"> Know the names of and locate some of the world's deserts. Know why industrial areas and ports are important. Know main human and physical differences between developed and third world countries. Explore the distribution of natural resources, focusing on energy (link with coal mining past history and eco-power). Describe how land use in an area has changed over time. 	<ul style="list-style-type: none"> Draw an accurate sketch map or plan. Use OS and atlas symbols. Use scale to measure distance. Use 4-figure and 8 compass points confidently and begin to use 6-figure grid references. 	<ul style="list-style-type: none"> Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. 	environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, tourism, positive, negative, economic, social, environmental.

	<ul style="list-style-type: none"> Describe and understand volcanoes, earthquakes and plate tectonics. Understand how these processes change the physical features of a place over time. 	<ul style="list-style-type: none"> Use & produce a range of different maps, selecting the most suitable for different purposes. Know about timezones and work out differences. Use Google Earth to locate a country or place of interest and to follow the journey of Rivers. 	<ul style="list-style-type: none"> Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. Know what most of the ordnance survey symbols stand for. 	<p>Mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado,</p>
<p>End of KS2 Objectives</p>	<p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> 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 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 land-use patterns; and understand how some of these aspects have changed over time 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) <p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><u>Human and physical geography:</u></p>	<p><u>Geographical Skills & Fieldwork:</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 and the wider world 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. 		

	<ul style="list-style-type: none">- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle- 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		
--	--	--	--