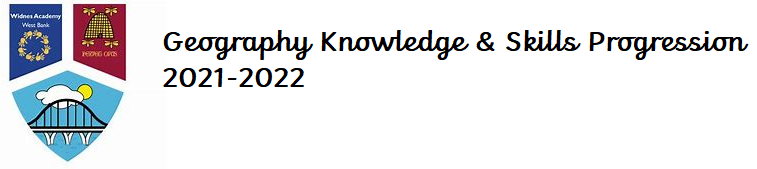
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|  | *Locational Knowledge* | *Place Knowledge* | *Human/Physical Geography* | *Skills & Fieldwork* |
| *EYFS*  *Themes*  *-Friends and family*  *-Cultures*  *-Growing and Changing* | ***ELG Understanding the World: Past and Present***  *I know the name of the town I live in.*  *I know the name of the country I live in.*  *I can tell you my school is near the River Mersey.* | ***ELG Understanding the World: Past and Present***  *I can tell you things that are in my Foundation Stage Environment.*  ***ELG People, Cultures & Communities***  *I can experience other cultures and countries through story, music and video clips.*  *I can tell you how life in the country we look at is similar or different to my life in Widnes.*  *I can tell you how clothing/foods from other cultures are similar/different to our culture.*  *I can tell you if homes look similar or different to those where I live.* | ***ELG Natural World***  *This contains an overlap with the statements for Place Knowledge in our EYFS curriculum.*  *I can make drawings to show what I observe.*  *I can talk about changes I see.* | ***ELG Understanding the World: Past and Present***  *I can recognise a map.*  *I can look at a map of West Bank and recognise important places such as my school, the River Mersey and Spike Island.*  *I can go on a feelings walk around school and record/tell you how different places make me feel.*  *I can work with an adult to make an aerial map of my classroom.* |

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|  | *Locational Knowledge* | *Place Knowledge* | *Human/Physical Geography* | *Skills & Fieldwork* |
| *Year 1*  *Themes*  *-What is it like where I live?*  ***-What is the UK & where is my town?***  *-Why do polar bears need such warm fur?* | *I know the names of the four countries that make up the UK.*  *I know the names of the three seas that surround the UK*  *I know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.*  *I can name some towns in the North West of England.*  *I can tell you some characteristics of the countries of the UK.*  *I know where the equator, North Pole and South Pole are on a globe.*  *.* | *I can describe main features of my local area.*  *I am starting to understand which features are natural and which are man made using words to describe them e.g. river, sandbank, canal, shop, church, road.*  *I can identify some jobs in my local area.*  *I can identify weather patterns where I live.*  *I can explain some of the main things that are in hot and cold places.*  *I can explain the clothes that I would wear in hot and cold places.* | *I can point out some natural things in my local area and some things humans made.*  *I know which the hottest and coldest seasons is in the UK.*  *I know and recognise main weather symbols.*  *I know the main differences between city, town and village.*  *I can identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.*  *I can tell you some of the advantages and disadvantages of living in a city or village.*  *I can explain how the weather changes* | *I can create a map of my classroom.*  *I can use the terminologies: left, right, below and next to.*  *I can identify main features in my local area.*  *I can use aerial maps of my school to find places I know.*  *I can say what I like and do not like about the place I live in.*  *I can record things I notice when walking round my local area.*  *I can say how places in my local area make me feel.*  *I know my address (including postcode).*  *I can use maps and atlases to identify counties and continents.*  *I can keep a weather chart and answer questions about the weather.* |

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|  | *Locational Knowledge* | *Place Knowledge* | *Human/Physical Geography* | *Skills & Fieldwork* |
| *Year 2 Themes*  ***-How is London different to my town?***  *-What are the oceans and continents?*  *-How do I find out where I am on a map?*  *(Fox Howl Trip fieldwork and applying skills on school grounds)* | *I can find where I live on a map of the United Kingdom*  *I know the names of the seven continents of the world.*  *I know the name of and can locate the five oceans of the world.*  *I can suggest a route from my town to London by looking at a map.* | *I know features of hot and cold places in the world.*  *I know the main differences between a place in England and that of a small place in a non -European country – a town in Nairobi.*  *I can compare homes and schools in Widnes and Nairobi.*  *I know where my school is located (village/town).*  *I can tell you what is similar and different between my town and London.*  *I can describe the key*  *features of a place from a*  *picture using words like*  *beach, coast, forest, hill,*  *mountain, ocean, valley.*  *I can explain how jobs may be different in other locations.* | *I can describe a place*  *outside Europe (Nairobi) using*  *geographical words.*  *I can describe the key*  *features of a place from a*  *picture using words like*  *beach, coast, forest, hill,*  *mountain, ocean, valley.*  *I can explain how jobs may be different in other locations.*  *I can compare the weather in the UK and Nairobi.* | *I can say what I like and do not like about the place I live in.*  *I can use maps and Aerial photos to identify features.*  *I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.*  *I can orient myself on a map by looking for key features around me.*  *I recognise symbols from a key.*  *I can use the 4 main compass points.*  *I can decide which direction to go to find a given point on a map.*  *I can create my own map of the school grounds with key and compass points.*  *I can plot an orienteering course.* |

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| ***Year 3***  ***Themes***  *-How does my town fit into the jigsaw of the United Kingdom?*  *-How might it feel living in the shadow of a volcano?*  *-Did geography help the chemical industry shape my local area?* | *I know the names of and locate at least 6 European countries.*  *Know the names of and locate a number of European capital cities.*  *I know the names of the geographical regions of the UK.*  *I know can name and locate my county and it’s neighbouring counties.*  *I know the name of a mountain region in each UK country.*  *I can name and locate the main rivers in the UK on a map – the Thames, Mersey, Severn, Bann & Cylde .*  *I know where the equator, Greenwich Meridian are on a World map.*  *I can explain the importance of the Prime Meridian to London’s history.*  *I can identify ways that London has changed over time.* | *I can identify some differences and similarities between London and Widnes.*  *I know at least 3 differences between living in the UK and a Mediterranean country (study Naples, Italy).*  *I know some ways life around a natural hazard is affected.*  *I can tell you how some of the land-use of my local area has changed over time.*  *I know that the River Mersey was important in the development of the chemical industry of Widnes.*  *I can describe the human and physical features of my local area.* | *I can use the terms human and physical to relate to features seen on a map.*  *I can name a physical landmark of each country in the UK.*  *I can name the layers that make up the Earth.*  *I can name the key parts of a volcano.*  *I can show on a map where most volcanoes are found.*  *I can say why people might live near a volcano.*  *I can explain how to keep safe during an earthquake.* | *I can use maps to locate European countries and capitals.*  *I can use maps and globes to locate the equator and the Greenwich Meridian.*  *I can name and use the eight points of a compass.*  *I know what Ordnance Survey symbols stand for.*  *I know the colours and symbols used to show physical features on a map.*  *I can use four -figure grid references.*  *I can use fieldwork techniques to create a profile of my local area:*   * *Sketchmaps* * *Recording digital evidence* * *Presenting findings*   *I can record data to investigate how my local area can be improved.* |

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|  | *Locational Knowledge* | *Place Knowledge* | *Human/Physical Geography* | *Skills & Fieldwork* |
| ***Year 4/5***  ***Themes***  *-What would be different for me if I lived in Paris?*  *-How did people choose where to settle?*  *-Where does the water in the River Mersey come from?* | *I can name and find on a map least eight major capital cities across the world.*  *I can locate Paris, France on a map.*  *I know that France is in the Northern Hemisphere.*  *I know the difference between the Northern and Southern Hemispheres on a map.*  *I can describe the land use in the city of Paris.* | *I can compare physical geographical features of the United Kingdom to those in France.*  *capital city London.*  *I know why most settlements are located by a river.*  *I can identify settlements and reasons for their original siting.*  *I can find out about the needs of early settlers and the origins of place names.*  *I can understand and describe how settlements are connected.* | *I can identify different land uses, data trends in population, natural resources (UK and France).*  *I can identify rivers, different terrains, and seas (UK and France*  *I can label the main features of a river.*  *I can name and locate the world’s longest rivers.*  *I can name and locate the world’s highest mountain range.*  *I can explain the process of the water cycle.*  *I can explain how rivers, meanders and oxbow lakes are formed.*  *I know about the process of erosion and deposition in rivers.*  *I know why most cities are located by a river.* | *I can use digital maps to compare Paris with London..*  *I can use digital mapping to describe and locate Parisian tourist attractions (Digimaps).*  *I can investigate a river in detail including the effects on the environment and landscape.*  *I can use fieldwork techniques – River Study Mersey.*  *I can create sketch maps to identify the features of a river.*  *I can identify a river’s uses over time and how this has changed.*  *I can use digital/ computer mapping to locate a river and to follow its journey to identify its mouth and source.*  *I can identify a range of mapping symbols and know their meanings.* |

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|  | *Locational Knowledge* | *Place Knowledge* | *Human/Physical Geography* | *Skills & Fieldwork* |
| ***Year 5/6***  ***Themes***  *-What was my local area like after WW2?*  *-Is life different in South America than where I live?*  *-How does trade create links between countries?* | *I know the name and the location of countries of South America.*  *I can describe the climate in South America.*  *I can name the major mountain ranges of South America.*  *I can find out about trade and industry in South America.*  *I can explain how time zones work and calculate time differences around the world.*  *I can name the largest desert in the world and locate desert regions in an atlas.* | *Know the key differences between living in the UK and in a country in either North or South America.*  *I can compare an area of South America with the UK.* | *I can describe the human and physical features of a country in South America.*  *I can tell you what a biome is and give an example.*  *I can label layers of a rainforest and know what deforestation is.*  *I know why industrial areas and ports are important.*  *I can explain main human and physical differences between developed and third world countries.*  *I can explain what trading is.*  *I can explain the difference between imports and exports.*  *I can list some goods exported from the UK and where they are sent to.*  *I can name some countries the UK exports goods to and some of the goods sent.*  *I can name some goods exported from El Salvador to the UK.*  *I can list some products that are fairly traded.*  *I can describe how trade takes place today and compare this to Tudor and Victorian times.* | *I can use digital maps to compare land use changes over time.*  *I can use six-figure grid references.*  *I can use common Ordnance Survey symbols.*  *I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.*  *I know how to use graphs to record features such as temperature or rainfall across the world.* |