

Reception	Understanding the World		• Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	• 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.

	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Locational Knowledge	Pupils should be taught to: • 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.	Pupils should be taught to: • 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).

Geographical Skills and Fieldwork	Pupils should be taught to: • 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.	Pupils should be taught to: • 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.
Human and Physical Geography	Pupils should be taught to: • 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; • 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; - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Pupils should be taught to: • 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.
Place Knowledge	Pupils should be taught to: 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.	Pupils should be taught to: 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.

	Local Study	Knowledge of our world	Environmental Awareness
EYFS	<u>School grounds</u> Where in the world are we? UTW - Explore the natural world around them People, Culture and Communities ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW - Draw information from a simple map.	<u>Hot and Cold Places</u> Would you like to live in the poles? Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. UTW - Recognise some similarities and differences between life in this country and life in other countries. UTW - Recognise some environments that are different to the one in which they live. The Natural World ELG 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.	<u>Seasons</u> How do we know what season it is? UTW - Recognise some environments that are different to the one in which they live. The Natural World ELG Understand some important processes and changes in the natural world around them, including the seasons.
Year 1	<u>Gawber</u> What makes Gawber so special? Geographical and fieldwork 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.	<u>The British seaside</u> Why do we love the seaside? Geographical and fieldwork 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 Human and Physical 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<u>World weather</u> What is the weather like across the world? Human and physical geography 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

Year 2	<u>Barnsley/ London</u> What's the difference between a town and a city? Geographical skills and fieldwork 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 Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<u>Kenya</u> How is the Kenyan countryside different to our countryside? Place knowledge 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 and Physical 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<u>Climate across the globe</u> Why don't we have the same climate as other places? Human and physical geography 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 Locational knowledge 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
Year 3	<u>Changes to my local area</u> How is my local area changing? Locational knowledge 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	<u>Landmarks of the world</u> Where are the 7 wonders for the world? Locational knowledge: 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	<u>Renewable energy</u> How can we live more sustainably? Human and physical geography 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

Year 4	<u>Changes to the local area (coal mining)</u> <u>How has Barnsley changed over time?</u> Locational knowledge 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	<u>Comparing Europe to the UK</u> <u>Why are mountains so important?</u> Locational knowledge: 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 Place knowledge 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	<u>Rainforests and rivers</u> <u>What's happening to our water?</u> Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Year 5	<u>Comparisons between different mining communities – one that includes a national park</u> <u>Why do we visit National Parks?</u> Locational knowledge 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	<u>Natural disasters</u> <u>Can anything good come from a disaster?</u> Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<u>Biomes and vegetation belts</u> <u>How is climate change affecting our wildlife?</u> Locational Knowledge 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) Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Year 6	<u>Comparing our town with a coastal region of the UK – Whitby</u> <u>Whitby or Barnsley – which town should you visit and why?</u> Locational knowledge 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	<u>North and South America</u> <u>UK or American cities – which should you visit and why?</u> Place knowledge 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	<u>Fair trade</u> <u>Why is fair trade fair?</u> Human and physical geography 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

	Place	Space	Climate
EYFS	- I know that my school is a building with different areas to visit so that I begin to recognize how to find my way around it independently. - I know what a polar bear looks like so that I can see how it is able to live in its environment. - I know what the weather is like today so that I can wear the right clothes and keep myself safe.	- I know that there is a street that leads towards/away from the school so that I begin to understand that my school is part of a bigger part of the world (a village). - I know the name of our village and country so that I can relate it to locations shown to me on a map. - I know where the polar regions are so that I can identify them on the globe. - I know that on a globe the water is blue and the land is green/ white so that I can identify where people might live and where the ocean is.	- I know what the climate is like in the polar regions so that I can compare it to where I live. - I know what the weather is like today so that I can dress appropriately. - I know that England has 4 seasons (called Autumn, Spring, Summer and Winter) so that I can recognize which season I am in and that the weather changes. - I know how nature changes according to the seasons such as the leaves are brown, orange and red in Autumn but green in the Summer so that I can recognize the differences in the seasons.
Y1	- I know all of the features of my school so that I can create a simple map. - I know the definition of human and physical features and a few examples within my local environment so that I can recognize and sort them. - I know the features of a map so that I can draw a map of Gawber with a key. - I know the names and locations of physical features around my school so that I can identify them on an aerial photograph. - I know the key human and physical features of the UK so that I can make observations about the country I live in. - I know the human and physical features of the seaside so that I can say how it is different to where I live. - I know what creatures live in a rock pool habitat so that I can identify them. - I know how a camel is adapted to the Sahara Desert so that I can explain how it survives. - I know the adaptations of a penguin so that I can explain how it survives in the Antarctic. - I know the key human and physical features of Antarctica and the Sahara Desert so that I can identify them on pictures and discuss the differences.	- I know that Gawber is in the United Kingdom so that I can locate this on the map. - I know the names and locations of the four countries of the United Kingdom so that I can identify that Gawber is located in England. - I know the names and locations of physical features around my school so that I can identify them on an aerial photograph. - I know the areas of the UK that Gawber and a seaside town are in so that I can identify them on a map. - I know the names of the continents so that I can locate where in the world they are. - I know where the equator is so that I understand that places close to this are hot and far from this are cold.	- I know the human activity at the seaside so that I can begin to understand how we can protect the habitats there. - I know how humans impact the beach environment so that I can suggest ways to protect it. - I know the difference between climate and weather so that I can say what the weather is like in Gawber on a specific day and compare this to the climate of Gawber (over time). - I know what the climate is in Antarctica and the Sahara Desert so that I can compare these climates to where I live. - I know how pollution can cause damage to the ocean and to marine life so that I can suggest ways to reduce it.

Y2	• I know the name of human and physical features of the United Kingdom so that I can identify them on aerial photographs. • I know the human and physical landmarks of Barnsley so that I can identify them on maps and on photographs. • I know the human and physical characteristics of London so that I can identify them on maps and photographs. • I know the features of the Kenyan landscape so that I can identify them on an aerial photograph. • I know the different types of land use in Kenya so that I can identify them in the countryside. • I know what the landscapes of England and Kenya are like so that I can find similarities and differences. • I know the difference between the Arctic and the Antarctic so that I can describe the similarities and differences.	• I know the directions of a compass so that I can give the location of famous landmarks in the UK. • I know the names of the four countries and three seas of the United Kingdom and where they are so that I can locate them on a map. • I know the name and location of Kenya and the key cities so that I can locate them on a map. • I know where some of Kenya's key landmarks are so that I can create a map using grid references. • I know where the 7 continents and 5 oceans are so that I can locate them on a map. • I know that parts of the Arctic and the Antarctic are classified as deserts so that I can compare this to the Sahara and understand that despite the presence of millions of liters of water in the Arctic and Antarctic, there is actually little available for plants and animals and therefore it is classed as a desert. • I know how the equator affects the temperature of a country so that I can compare the climate in different countries. •	• I know the weather patterns of the UK so that I can describe the characteristics of each country. • I know that Kenya is located on the equator so that I can identify its climate. • I know the weather conditions of Antarctica and the Sahara so that I can compare the two climates and relate this to my own climate. • I know the different elements of the weather and how they can be measured so that I can observe and record weather in my environment.
Y3	• I know how the appearance of Gawber has changed over time so that I can suggest reasons for the change. • I know the human and physical factors that can cause an area to change so that I can discuss the advantages and disadvantages of these changes. • I know what the seven wonders of the world are so that I can suggest reasons why tourists from around the world may visit. • I know that there are different types of renewable energy sources so that I can recognize what is in place in my local area and suggest adaptation to the local area too.	• I know what a peninsula is so that I can locate them on a political map of the world. • I know the location and size of Italy so that I can locate where The Colosseum, Rome, is located. • I know where China is located on the map so that I can identify how long The Great Wall of China is. • I know the location and size of North and South America so that I can identify Mexico, Peru and Brazil on the map and place where Chichén Itzá, Machu Picchu and Christ the Redeemer can be found. • I know the location of Jordan on the map so that I can locate where the city of Petra is located. • I know the location of India on the map so that I can locate where the Taj Mahal is.	• I know the factors that affect environmental quality so that I can make judgments about the quality of the environment in my local area. • I know how the environmental quality changes in my local area so that I can identify the biggest impact on environmental quality. • I know the different ways in which satellites show change on a global scale so that I can reason why the earth is changing. • I know why climate differs across the globe so that I can identify different climates on a map. • I know that renewable energy is a source of energy that will never run out so that I can reason why this is a better choice for our climate. • I know how renewable and non-renewable energy is created so that I can explain why renewable energy is better for the environment. • I know how sustainable our school is so that I can suggest ways to improve our school sustainability.

Y4	• I know how the appearance of Barnsley has changed over time so that I can suggest reasons for these changes. • I know the human and physical factors that cause an area to change so that I can discuss how Barnsley has been affected. • I know that coal mining has had an impact on the landscape in Barnsley so that I can discuss how choices made on the landscape in the past, still have an impact on our land usage in Barnsley today. • I know what a mountain is so that I can justify which mountain is the tallest. • I know how the earth's plates move so that I can explain how mountains are formed. • I know the hazards faced when attempting to climb Mount Everest so that I can speculate whether Mallory and Irvine reached the summit. • I know how and where fossils form so that I can explain why fossils were found at the summit of Mount Everest. • I know that water speed (velocity) affects erosion and deposition so that I can use fieldwork techniques to collect data and explain changes along a section of a local river. • I know that depth and velocity of water changes at different parts of a meander so that I can use fieldwork techniques to collect data and explain changes along a section of a local river.	• I know how to use an ordinance survey map to locate familiar areas of Barnsley so that I can relate this to knowledge I have of the coal mines and their locations. • I know the geological differences between the Cambrian mountains and Himalayan mountains so that I can compare and contrast mountain ranges. • I know where Cambrian mountains and Himalayan mountains are on the map so that I am able to compare the two areas. • I know the features of a river so that I can use a map and aerial photographs to identify, explain compare and contrast how a river changes along its course. • I know where South America on a world map so that I can locate the Amazon rainforest.	• I know the differences in climate across the globe so that I can explain how this will affect the Cambrian and the Himalayan mountains. • I know that the water on earth is constantly moving so that I can explain how the hydrological cycle is a recyclable process. • I know the features of a river estuary so that I can explain why they are such important ecosystems for wildlife. • I know that the Amazon rainforest is the largest tropical rainforest in the world and that it plays an important role in absorbing carbon dioxide and producing oxygen so that I can suggest ways in which to take care of the rainforest and make positive changes to the climate. • I know that rainfall and temperature affect the climate of an area so that I can interpret a locations climate from a graph. • I know the patterns of rainfall around the Andes so I can explain where the driest inhabited places on earth are.
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Y5	• I know the current appearance of my village (Gawber) so that I can compare this to the current appearance of another village (Castleton). • I know the impact that coal mining has had on the landscape in Barnsley so that I can compare this to the lead mines in Castleton and their affects on the landscape. • I know some features of the Peak District National Parks so that I can explain why tourists (particularly from urban areas) may want to visit them. • I know the features of a megacity so that I can explain why New York was one of the first ones. • I know how economic activity influences settlement patterns so that I can explain why people still live near volcanoes. • I know who is available to help in the event of a natural disaster so that I am able to create my own risk assessment for school.	• I know how to use an ordinance survey map to locate areas of Gawber so that I can compare the differences between this and the village of Castleton. • I know how national parks are used in the UK and the USA so that I can explain key similarities and differences. • I know that the earth's crust is made up of moving tectonic plates so that I can explain how earthquakes occur. • I know that the earth is made up of different layers so that I can explain where volcanic lava comes from. • I know what happens during a volcanic eruption so that I can explain how it affects and areas human and physical geography. • I know how volcanoes are formed so that I can explain why the occur in the same place as earthquakes. • I know why volcanoes occur at the Mid Atlantic Ridge (Ring of Fire) so that I can compare these to the distribution of earthquakes. • I know that a vegetation belt is the plant life that lives in a biome so that I can identify why certain plants will grow in certain areas of the world. • I can identify biomes across the globe so that I can compare these with climates and draw conclusions about how biomes and climates are linked.	• I know the features of national parks so that I can explain why they are important to the UK. • I know the three aims of the National Parks so that I can explain how and why they are being looked after. • I know what is released from an earthquake so that I can explain how they form. • I know the difference between human caused and natural disasters so that I can explain how humans can prevent some disasters happening. • I know how global warming is occurring so that I can explain the effect it is having globally. • I know the different flood protection strategies so that I can explain how areas protect themselves from tidal surge and local flooding. • I know how global warming can be reduced so that I can evaluate how successful these strategies are. • I know that some natural disasters (e.g. flooding and droughts) can have a positive effect on our climate. • I know that biomes have different climates so that I can identify plants and animals that live there. • I know the dangers that animals in different biomes face so that I can suggest ways in which we can address climate change and help to alleviate these dangers. • I know the dangers that vegetation in different biomes face so that I can suggest ways in which we can address climate change and help to alleviate these dangers.
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Y6	• I know the current appearance of my town (Barnsley) so that I can compare this to the current appearance of seaside town (Whitby). • I know the features of a city and a megacity so that I can explain why Barnsley and Whitby are classified as towns. • I know what attractions there are in Whitby so that I can suggest reasons why tourists from around the world may visit. • I know what attractions there are in Barnsley (The James Hudson Tylor tour) so that I can explain why Chinese tourists may visit. • I know the advantages and disadvantages of living in a city so that I can reach a judgement on which is most significant. • I know the geographical features of the Florida peninsula so that I can explain why it is a good place to launch rockets. • I know how Floridians protect themselves during a hurricane so that I can locate the best place for a hurricane shelter in our school grounds. • I know the main features of a megacity so that I can explain why New York is classed as a mega city but London is not. • I can explain the main cause of population growth so that I can explain why Leeds is classed as one of the fastest growing cities. • I know the items that the UK imports from China so that I can explain the advantages and disadvantages of trading internationally. • I know some of the items that the UK exports to China so that I can contrast them with the items that they import.	• I know how to use an ordinance survey map to locate areas of Barnsley so that I can compare the differences between this and the town of Whitby. • I know the location and size of North and South America so that I can explain some of its key geographical features. • I know where the majority of tourists come from that visit the Magic Kingdom in Florida so that I can make suggestions as to why they come from these places. • I know where the majority of tourists come from that visit the London so that I can make suggestions as to why they come from these places. • I know what the silk road was so that I can explain why it was the most important trade route in history.	• I know the current weather patterns for Barnsley and Whitby so that I can evaluate the accuracy of past climate data and compare current data. • I know how human activity can cause damage to the ocean and to marine life so that I can identify what is already in place to reduce this and suggest my own ways of doing so. • I know what the climate is like in the UK and in Florida so that I can make comparisons. • I know how and why the location of the UK affects the climate so that I can explain why the weather is different in different areas of the UK. • I know how and why the location of the USA affects the climate so that I can explain why the weather is different in different areas of the USA. • I know that fair trade helps farmers to plan for the future in a sustainable and ethical way so that greenhouse gases can be reduced and there can be increase carbon sequestration. • I know what fair trade is so that I can evaluate the benefits of becoming a fair trade producer. • I know what the price of an item includes so that I can reflect on why trade is not always fair to the producers.
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	LOCAL STUDY	KNOWLEDGE OF THE WORLD	ENVIRONMENTAL AWARENESS
EYFS	- I know that my school is a building with different areas to visit so that I begin to recognize how to find my way around it independently. - I know that there is a street that leads towards/away from the school so that I begin to understand that my school is part of a bigger part of the world (a village). - I know the name of our village and country so that I can relate it to locations shown to me on a map.	- I know where the polar regions are so that I can identify them on the globe. - I know that on a globe the water is blue and the land is green/ white so that I can identify where people might live and where the ocean is.	- I know what the climate is like in the polar regions so that I can compare it to where I live. - I know what the weather is like today so that I can dress appropriately. - I know that England has 4 seasons (called Autumn, Spring, Summer and Winter) so that I can recognize which season I am in and that the weather changes. - I know how nature changes according to the seasons such as the leaves are brown, orange and red in Autumn but green in the Summer so that I can recognize the differences in the seasons. - I know what a polar bear looks like so that I can see how it is able to live in its environment. - I know what the weather is like today so that I can wear the right clothes and keep myself safe.
Year 1	- I know all of the features of my school so that I can create a simple map. - I know the definition of human and physical features and a few examples within my local environment so that I can recognize and sort them. - I know the features of a map so that I can draw a map of Gawber with a key. - I know the names and locations of physical features around my school so that I can identify them on an aerial photograph. - I know the key human and physical features of the UK so that I can make observations about the country I live in. - I know the human and physical features of the seaside so that I can say how it is different to where I live. - I know that Gawber is in the United Kingdom so that I can locate this on the map. - I know the names and locations of the four countries of the United Kingdom so that I can identify that Gawber is located in England. - I know the names and locations of physical features around my school so that I can identify them on an aerial photograph. - I know the areas of the UK that Gawber and a seaside town are in so that I can identify them on a map.	- I know the key human and physical features of Antarctica and the Sahara Desert so that I can identify them on pictures and discuss the differences. - I know the names of the continents so that I can locate where in the world they are. - I know where the equator is so that I understand that places close to this are hot and far from this are cold.	- I know the human activity at the seaside so that I can begin to understand how we can protect the habitats there. - I know how humans impact the beach environment so that I can suggest ways to protect it. - I know what the climate is in Antarctica and the Sahara Desert so that I can compare these climates to where I live. - I know how pollution can cause damage to the ocean and to marine life so that I can suggest ways to reduce it. - I know what creatures live in a rock pool habitat so that I can identify them. - I know how a camel is adapted to the Sahara Desert so that I can explain how it survives. - I know the adaptations of a penguin so that I can explain how it survives in the Antarctic.

	I know the difference between climate and weather so that I can say what the weather is like in Gawber on a specific day and compare this to the climate of Gawber (over time).		
Year 2	- I know the name of human and physical features of the United Kingdom so that I can identify them on aerial photographs. - I know the human and physical landmarks of Barnsley so that I can identify them on maps and on photographs. - I know the human and physical characteristics of London so that I can identify them on maps and photographs. - I know the directions of a compass so that I can give the location of famous landmarks in the UK. - I know the names of the four countries and three seas of the United Kingdom and where they are so that I can locate them on a map. - I know that Kenya is located on the equator so that I can identify its climate. - I know the weather conditions of Antarctica and the Sahara so that I can compare the two climates and relate this to my own climate.	- I know the features of the Kenyan landscape so that I can identify them on an aerial photograph. - I know the different types of land use in Kenya so that I can identify them in the countryside. - I know what the landscapes of England and Kenya are like so that I can find similarities and differences. - I know the difference between the Arctic and the Antarctic so that I can describe the similarities and differences. - I know the name and location of Kenya and the key cities so that I can locate them on a map. - I know where some of Kenya's key landmarks are so that I can create a map using grid references. - I know where the 7 continents and 5 oceans are so that I can locate them on a map. - I know that parts of the Arctic and the Antarctic are classified as deserts so that I can compare this to the Sahara and understand that despite the presence of millions of liters of water in the Arctic and Antarctic, there is actually little available for plants and animals and therefore it is classed as a desert. - I know the weather patterns of the UK so that I can describe the characteristics of each country.	- I know the different elements of the weather and how they can be measured so that I can observe and record weather in my environment. - I know how the equator affects the temperature of a country so that I can compare the climate in different countries.
Year 3	- I know how the appearance of Gawber has changed over time so that I can suggest reasons for the change. - I know the human and physical factors that can cause an area to change so that I can discuss the advantages and disadvantages of these changes. I know the factors that affect environmental quality so that I can make judgments about the quality of the environment in my local area. - I know how the environmental quality changes in my local area so that I can identify the biggest impact on environmental quality.	- I know what a peninsula is so that I can locate them on a political map of the world. - I know the location and size of Italy so that I can locate where The Colosseum, Rome, is located. - I know where China is located on the map so that I can identify how long The Great Wall of China is. - I know the location and size of North and South America so that I can identify Mexico, Peru and Brazil on the map and place where Chichén Itzá, Machu Picchu and Christ the Redeemer can be found. - I know the location of Jordon on the map so that I can locate where the city of Petra is located.	- I know the different ways in which satellites show change on a global scale so that I can reason why the earth is changing. - I know why climate differs across the globe so that I can identify different climates on a map. - I know that renewable energy is a source of energy that will never run out so that I can reason why this is a better choice for our climate. - I know how renewable and non-renewable energy is created so that I can explain why renewable energy is better for the environment. - I know how sustainable our school is so that I can suggest ways to improve our school sustainability.

		• I know the location of India on the map so that I can locate where the Taj Mahal is. • I know what the seven wonders of the world are so that I can suggest reasons why tourists from around the world may visit.	• I know that there are different types of renewable energy sources so that I can recognize what is in place in my local area and suggest adaptation to the local area too.
Year 4	• I know how the appearance of Barnsley has changed over time so that I can suggest reasons for these changes. • I know the human and physical factors that cause an area to change so that I can discuss how Barnsley has been affected. • I know that coal mining has had an impact on the landscape in Barnsley so that I can discuss how choices made on the landscape in the past, still have an impact on our land usage in Barnsley today. • I know how to use an ordinance survey map to locate familiar areas of Barnsley so that I can relate this to knowledge I have of the coal mines and their locations.	• I know what a mountain is so that I can justify which mountain is the tallest. • I know how the earth's plates move so that I can explain how mountains are formed. • I know the hazards faced when attempting to climb Mount Everest so that I can speculate whether Mallory and Irvine reached the summit. • I know how and where fossils form so that I can explain why fossils were found at the summit of Mount Everest. • I know that water speed (velocity) affects erosion and deposition so that I can use fieldwork techniques to collect data and explain changes along a section of a local river. • I know that depth and velocity of water changes at different parts of a meander so that I can use fieldwork techniques to collect data and explain changes along a section of a local river. • I know the geological differences between the Cambrian mountains and Himalayan mountains so that I can compare and contrast mountain ranges. • I know where Cambrian mountains and Himalayan mountains are on the map so that I am able to compare the two areas. • I know the differences in climate across the globe so that I can explain how this will affect the Cambrian and the Himalayan mountains.	• I know that the water on earth is constantly moving so that I can explain how the hydrological cycle is a recyclable process. • I know the features of a river estuary so that I can explain why they are such important ecosystems for wildlife. • I know that the Amazon rainforest is the largest tropical rainforest in the world and that it plays an important role in absorbing carbon dioxide and producing oxygen so that I can suggest ways in which to take care of the rainforest and make positive changes to the climate. • I know that rainfall and temperature affect the climate of an area so that I can interpret a locations climate from a graph. • I know the patterns of rainfall around the Andes so I can explain where the driest inhabited places on earth are. • I know the features of a river so that I can use a map and aerial photographs to identify, explain compare and contrast how a river changes along its course. • I know where South America on a world map so that I can locate the Amazon rainforest.
Year 5	• I know the current appearance of my village (Gawber) so that I can compare this to the current appearance of another village (Castleton). • I know the impact that coal mining has had on the landscape in Barnsley so that I can compare this to the lead mines in Castleton and their effects on the landscape. • I know some features of the Peak District National Parks so that I can explain why tourists (particularly from urban areas) may want to visit them. • I know the features of a megacity so that I can explain	• I know how economic activity influences settlement patterns so that I can explain why people still live near volcanoes. • I know who is available to help in the event of a natural disaster so that I am able to create my own risk assessment for school. • I know that the earth's crust is made up of moving tectonic plates so that I can explain how earthquakes occur. • I know that the earth is made up of different layers so that I can explain where volcanic lava comes	• I know that some natural disasters (e.g. flooding and droughts) can have a positive effect on our climate. • I know that biomes have different climates so that I can identify plants and animals that live there. • I know the dangers that animals in different biomes face so that I can suggest ways in which we can address climate change and help to alleviate these dangers. • I know the dangers that vegetation in different biomes face so that I can suggest ways in which we

	why New York was one of the first ones. • I know how to use an ordinance survey map to locate areas of Gawber so that I can compare the differences between this and the village of Castleton. • I know how national parks are used in the UK and the USA so that I can explain key similarities and differences. • I know the features of national parks so that I can explain why they are important to the UK. • I know the three aims of the National Parks so that I can explain how and why they are being looked after.	from. • I know what happens during a volcanic eruption so that I can explain how it affects and areas human and physical geography. • I know how volcanoes are formed so that I can explain why they occur in the same place as earthquakes. • I know why volcanoes occur at the Mid Atlantic Ridge (Ring of Fire) so that I can compare these to the distribution of earthquakes. • I know what is released from an earthquake so that I can explain how they form. • I know the difference between human caused and natural disasters so that I can explain how humans can prevent some disasters happening. • I know how global warming is occurring so that I can explain the effect it is having globally. • I know the different flood protection strategies so that I can explain how areas protect themselves from tidal surge and local flooding. • I know how global warming can be reduced so that I can evaluate how successful these strategies are. •	can address climate change and help to alleviate these dangers. • I know that a vegetation belt is the plant life that lives in a biome so that I can identify why certain plants will grow in certain areas of the world. • I can identify biomes across the globe so that I can compare these with climates and draw conclusions about how biomes and climates are linked.
Year 6	• I know the current appearance of my town (Barnsley) so that I can compare this to the current appearance of seaside town (Whitby). • I know the features of a city and a megacity so that I can explain why Barnsley and Whitby are classified as towns. • I know what attractions there are in Whitby so that I can suggest reasons why tourists from around the world may visit. • I know what attractions there are in Barnsley (The James Hudson Tylor tour) so that I can explain why Chinese tourists may visit. • I know the advantages and disadvantages of living in a city so that I can reach a judgement on which is most significant. • I know how to use an ordinance survey map to locate areas of Barnsley so that I can compare the differences between this and the town of Whitby. • I know the current weather patterns for Barnsley and Whitby so that I can evaluate the accuracy of past climate data and compare current data.	• I know the geographical features of the Florida peninsula so that I can explain why it is a good place to launch rockets. • I know how Floridians protect themselves during a hurricane so that I can locate the best place for a hurricane shelter in our school grounds. • I know the main features of a megacity so that I can explain why New York is classed as a mega city but London is not. • I can explain the main cause of population growth so that I can explain why Leeds is classed as one of the fastest growing cities. • I know the location and size of North and South America so that I can explain some of its key geographical features. • I know where the majority of tourists come from that visit the Magic Kingdom in Florida so that I can make suggestions as to why they come from these places. • I know where the majority of tourists come from that visit the London so that I can make suggestions	• I know that fair trade helps farmers to plan for the future in a sustainable and ethical way so that greenhouse gases can be reduced and there can be increase carbon sequestration. • I know what fair trade is so that I can evaluate the benefits of becoming a fair trade producer. • I know what the price of an item includes so that I can reflect on why trade is not always fair to the producers. • I know what the silk road was so that I can explain why it was the most important trade route in history. • I know the items that the UK imports from China so that I can explain the advantages and disadvantages of trading internationally. • I know some of the items that the UK exports to China so that I can contrast them with the items that they import.

		as to why they come from these places. • I know how human activity can cause damage to the ocean and to marine life so that I can identify what is already in place to reduce this and suggest my own ways of doing so. • I know what the climate is like in the UK and in Florida so that I can make comparisons. • I know how and why the location of the UK affects the climate so that I can explain why the weather is different in different areas of the UK. • I know how and why the location of the USA affects the climate so that I can explain why the weather is different in different areas of the USA.	
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How to be a GAWBER GEORAPHER

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	Understanding the world: Recognise some environments that are different to the one in which they live. Understanding the world: Explore the natural world around them.	Teacher led enquiries. Children ask and respond to simple questions. Use information books and pictures as a source of information. Make observations about where things are e.g. within school. Children investigate the world around them.	Supported by an adult, children ask their own geographical questions (e.g. Where is it?) Use information books, stories, maps, photos and the internet as a sources of information. Make observations about why things happen. Make simple comparisons between features of different places.	Children ask their own geographical questions. Use non-fiction books, stories, atlases, pictures, photos and the internet as sources of information. Investigate places and themes at more than one scale. Analyze evidence and begin to draw conclusions. Begin to collect and record evidence.	Ask and respond to questions and offer their own ideas. Use satellite images and aerial photographs. Investigate places at more than one scale. Collect and record evidence with some aid. Analyze evidence and draw conclusions.	Begin to suggest questions for investigating. Begin to use both primary and secondary sources of evidence. Investigate places with more emphasis on the larger scale, contrasting and distance places. Collect and record evidence with some support. Analyze evidence and draw conclusions (e.g. compare historical maps of varying scales).	Suggest their own questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale, contrasting and distance places. Collect and record evidence unaided. Analyze evidence and draw conclusions (e.g. from fieldwork data on land use, look at patterns and explain reasons behind it).
Direction/ location	People, cultures and communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Follow directions (up/ down/ left/ right/ forwards/ backwards). 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.	Use the four compass points to follow and give directions with support. Use letter/number coordinates to	Use the four compass points independently. Begin to use the eight compass points. Use letter/number coordinates to	Use the eight compass points. Begin to use four figure coordinates to locate features on a map. Name and	Use the eight compass points confidently and accurately. Use four figure coordinates to locate features on a map.

			Follow directions (up/ down/ left/ right/ forwards/ backwards, NESW).	locate features on a map with support. Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;	locate features on a map independently. Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics 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	locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;	Begin to use six figure grid references. Use latitude and longitude on maps. Use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map.
Place knowledge	People, cultures and communities Explain some similarities and differences between life in this	Compare the UK with a contrasting country in the world.	Compare a local city/town in the UK with a contrasting city/town in a different	Understand geographical similarities and differences through the study of human	Explore similarities and differences, comparing the human geography of a region of the UK and a region of	Children develop their understanding of recognising and identifying key physical and	Children will extend their knowledge and understanding beyond the local area to include

	country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.		country.	geography of a region of the United Kingdom. Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;	South America. Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;	human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.	the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.
Drawing maps	People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Draw picture maps of imaginary places and from stories.	Draw a map of a real or an imaginary place.	Create a map of a short route that they have experienced. Draw a simple scale map drawing with support.	Create a map of a short route that they have experienced with features in the correct order. Draw a simple scale map drawing independently.	Begin to draw thematic maps based on own data.	Draw a variety of thematic maps based on their own data. Begin to draw maps of increasing complexity.
Representation	Introduce maps.	Use own symbols on imaginary maps.	Begin to understand the need for a key. Use agreed symbols to create a key.	Know why a key is needed. Use standard symbol.	Understand symbols on an ordinance survey map and understand a key.	Draw a map using symbols as a key Use and recognize ordinance survey map symbols	Use and recognize ordinance survey map symbols. Use atlas symbols.

Using maps	The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants	Use simple maps to move around school. Recognise that maps are about place.	Follow a route on a map. Use an infant atlas to locate places.	Locate places on larger scale maps (e.g. map of Europe). Follow a route on a map with some accuracy (in orienteering).	Locate places on larger scale maps (e.g. Find India on the globe). Follow a route on a map.	Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out about other features of places.	Follow a short route on an ordnance survey map. Describe features shown on an ordnance survey map. Locate places on a world map. Use atlases to find out about other features of places.
Scale/ Distance	Use relative vocabulary (e.g. big, small, near, far).	Use relative vocabulary (e.g. bigger/ smaller)	Begin to spatially match places (e.g. recognize UK on a smaller scale and larger scale map).	Begin to match boundaries (e.g. find same boundary of a country on different scale maps).	Match boundaries independently.	Measure straight line difference on a plan. Find places on maps of different scales.	Use a scale to measure distances. Draw/ use maps and plans at a range of scales.
Perspective	Understanding the world: Recognise some similarities and differences between life in this country and life in other countries.	Draw around objects to make a plan.	Look down on objects to make a plan view map (birds eye view).	Begin to draw a sketch map from a high view point.	Draw a sketch map from a high view point.	Draw a plan view map with some accuracy.	Draw a plan view map with accuracy.
Map Knowledge	Understanding the world: Draw information from a simple map.	Learn the names of some places within/ around the UK e.g. hometown, cities, countries.	Locate and name on UK map major features e.g. London, River Thames, home location, seas.	Begin to identify points on a map.	Begin to identify significant places and environments on a map.	Identify significant places and environments with support.	Confidently identify significant places and environments.

Style of map	Picture maps	Picture maps and globes.	Infant atlas Ordinance survey maps.	Larger ordnance survey maps. Begin to use map sites on the internet. Begin to use junior atlases. Begin to identify features on aerial photographs.	Use large and medium ordnance survey maps. Use junior atlases. Use map sites on the internet. Identify features on aerial photographs.	Use index and contents pages within atlases. Use medium scale land ranger ordnance survey maps.	Use ordnance survey maps. Confidently use an atlas. Recognize the world map as a flattened globe.
Human and physical	The natural world: 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.	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	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; Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Understand human geography, including: types of settlement and land use Understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;	Children describe and understand key aspects of physical geography, including: climate zones, biomes, the water cycle vegetation belts, mountains	Children describe and understand key aspects of physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes. Use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation,	Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic,

						condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	social, environmental.
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