



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	Follow directions (up/ down/ left/ right/ forwards/ backwards).	Name, locate and identify characteristics of the four countries and capital cities	Use the four compass points to follow and give directions with support.	Use the four compass points independently.	Use the eight compass points. Begin to use four figure coordinates to	Use the eight compass points confidently and accurately.

	knowledge from observation, discussion, stories, non-fiction texts and maps.	Name and locate the world's seven continents and five oceans	of the United Kingdom and its surrounding seas. Follow directions (up/ down/ left/ right/ forwards/ backwards, NESW).	Use letter/number coordinates to 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;	Begin to use the eight compass points. Use letter/number coordinates to 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 features on a map. Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;	Use four figure coordinates to locate features on a map. 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	Compare the UK with a contrasting	Compare a local city/town	Understand geographical	Explore similarities and differences,	Children develop	Children will extend their

	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.	country in the world.	in the UK with a contrasting city/town in a different country.	similarities and differences through the study of human 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;	comparing the human geography of a region of the UK and a region of South America. Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;	their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.	knowledge and understanding beyond the local area to include 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 atlas symbols.

						Use and recognize ordinance survey map 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 ordinance survey map. Describe features shown on an ordinance 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.	Locate and name on UK map major features e.g.	Begin to identify points on a map.	Begin to identify significant places	Identify significant places and	Confidently identify significant places and environments.

		hometown, cities, countries.	London, River Thames, home location, seas.		and environments on a map.	environments with support.	
Style of map	Picture maps	Picture maps and globes.	Infant atlas Ordnance 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,	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,

						deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	plateau mountain, tourism, positive, negative, economic, social, environmental.
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