

Locational Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
General geographical knowledge, position and significance, UK and Global	<i>North and South Poles, Equator, 4 Compass points N, S, E, W</i> <i>Locational language, name & locate: 7 continents & 5 oceans.</i> <i>Name, locate, identify: 4 countries and capitals of UK & surrounding seas.</i>		<i>Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.</i>			
	E.g. Focus: UK, continents. Introduce all terminology & wider world through stories, games & context.	E.g. Focus: North & South Poles, Equator, oceans but revisit everything.	E.g. Focus Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle. Europe.	E.g. Focus on latitude, longitude, 8 compass points, 4 fig GRs, North America.	E.g. Focus on Prime Meridian and time zones, six figure GRs, South America.	E.g. Revise & consolidate all, ongoing.
Ongoing elements	Games with globes, atlases & different maps, storybooks & fieldwork		Fieldwork, mapwork, regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.			
Place knowledge Compare and contrast	<i>Local scale study UK & Non - European country</i>		<i>Regional comparison UK, European country, North or South America</i>			
	E.g. A local scale study of 'Our Place' through fieldwork. Investigating the wider world continents & major features.	A local -scale study of a non – European country e.g. Australia or Hong Kong Comparing local area at a similar scale + fieldwork.	E.g. Exploring Shackleton's Antarctica	Europe focus e.g. The Mediterranean UK regions. Local settlement & land use through fieldwork.	E.g. North America and its regions	E.g. Brazil and Amazon basin Comparisons UK / region in country of Europe/ region in USA or S America.
Human and physical Local and Global scales	<i>Identify seasonal & daily weather patterns (UK & local scales. Identify hot & cold areas of the world in relation to Equator & North & South Poles</i>		<i>Describe and understand key aspects of: Climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle. Types of settlement & land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, water cycle.</i>			
	E.g. What's the weather like today? What about in other parts of the UK?	E.g. Polar Regions Antarctica and deserts. Links with e.g. Australia and deserts and Kenya and equator.	E.g. Settlement & land use and Mountains, Volcanoes and Earthquakes and Mount Everest	E.g. Biomes and vegetation.	E.g. distribution of natural resources such as water, Rivers	E.g. Global Trade , energy issues & connections
SKILLS	<i>Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.</i>		<i>Develop questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. Fieldwork in local & wider localities & more distant locality – residential.</i>			
Enquiry, mapping, fieldwork, critical thinking, vocabulary	E.g. Where are the sunny and shady places in our school grounds? What's 'our place' like?	E.g. How is where we live different to ...? And why? What do maps tell us? How do I use an atlas?	Where do most people live and why? Why do people live near volcanoes?	E.g. what is a region? How can we compare ...? What different climates are there and why? Where are they?	What are rivers and where do they come from / go to? What happens there?	E.g. Where is Antarctica? What kind of place is it and why? Should it be developed and why / why not?
Ongoing elements	For example: see some suggested lessons in Map Skills from the RGS-IBG and Digimap for Schools Revisiting knowledge and practising skills through games, books, fieldwork and internet.					

Italicized text from National Curriculum for Geography (DfE 2013) shows what needs to be covered in a Key Stage. Lighter text contains suggestions re. content, places and year group study. Adapt to suit your school & pupils. This illustrates how the resources provided by the RGS-IBG might support your curriculum. Schools are welcome to use these, their own units of work and those provided by other organisations too.