

Geography

Content of this grid is adapted from the National Curriculum.

Locational knowledge			
By the end of KS5 pupils should know:	Redway Pre-Formal Pathway Encounter → Foundation	Redway Semi-formal Pathway Core → Development	Redway Formal Pathway Enrichment → Enhancement
	The pupil can:	The pupil can:	The pupil can:
1. Name and locate the world's seven continents and five oceans. [KS1]	a. Show awareness when moving from one familiar area to another in school. b. Shows a differentiated response to being outdoors compared to indoors. c. Shows differentiated responses to a variety of rooms within school. d. Anticipates what happens in particular areas of school (e.g., swimming pool, dining room etc.) e. Responds with familiarity to different areas within the local community (e.g., local shops, orchard). f. Anticipates what they do in different areas in the local community (e.g., shopping).	a. Understand that there are places on earth that have different temperatures. b. Know that there are places on the earth that have different languages and different customs. c. Recognise planet Earth is where we live d. Know planet Earth is made up of oceans e. Know planet Earth is made up of land f. Demonstrate understanding of oceans and land through maps, photographs and Google Earth g. Show appreciation of sensory stories about continents h. Show appreciation of sensory stories about oceans i. When prompted, indicate features of continents j. When prompted, indicate features of oceans	a. Name the seven continents ○ Asia ○ Africa ○ North America ○ South America ○ Antarctica ○ Europe ○ Australia b. Locate the seven continents through the use of multiple methods e.g., atlases, globes, maps ○ Asia ○ Africa ○ North America ○ South America ○ Antarctica ○ Europe ○ Australia c. Use the names of the seven continents appropriately ○ Asia ○ Africa ○ North America ○ South America ○ Antarctica

			○ Europe ○ Australia d. Name the five oceans. ○ Arctic ○ Southern ○ Indian ○ Atlantic ○ Pacific e. Locate the five oceans through the use of multiple methods e.g., atlases, globes, and maps ○ Arctic ○ Southern ○ Indian ○ Atlantic ○ Pacific f. Use the names of the five oceans appropriately ○ Arctic ○ Southern ○ Indian ○ Atlantic ○ Pacific
2. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. [KS1]	As above and: a. Respond to sensory activities that represent contrast between city, rural, and marine landscape. b. Respond to sensory activities associated with the different counties of the United Kingdom. c. Actively explore sensory items related to the countries of the United Kingdom: ○ England ○ Wales ○ Northern Ireland	a. Recognise local surroundings b. Recognise national landmarks c. Recognise seaside characteristics d. Match and sort the sensory mediums to the corresponding countries. e. Show familiarity with typical customs f. Demonstrate understanding of characteristics of the four countries: rivers, buildings, people, transport, tradition, music, seaside g. Demonstrate understanding of typical customs and characteristics of the	a. Name the four countries of the United Kingdom: ○ England ○ Wales ○ Northern Ireland ○ Scotland b. Locate the four countries of the United Kingdom through e.g., atlases, globes, and maps: ○ England ○ Wales ○ Northern Ireland ○ Scotland

	Scotland	capital cities: rivers, buildings, people, transport, tradition and music. h. Show they know the purpose of some outdoor spaces i. Describe a familiar place – indoors j. Describe a familiar local place – outdoors k. Describe a familiar national location – e.g. seaside; city; airport; theme park	c. Identify the four countries of the United Kingdom: - England - Wales - Northern Ireland - Scotland d. Understand the characteristics of the four countries may include landmarks, rivers, buildings, people, transport, tradition and music. e. Name the capital cities of each country within the United Kingdom - England – London - Wales – Cardiff - Scotland – Edinburgh - Northern Ireland – Belfast f. Locate the capital cities of each country within the United Kingdom through e.g., atlases, globes, and maps: - England – London - Wales – Cardiff - Scotland – Edinburgh - Northern Ireland – Belfast g. Understand the characteristics of the capital cities may include landmarks, rivers, buildings, people, - England – London - Wales – Cardiff - Scotland – Edinburgh h. Northern Ireland – Belfast
3. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North	a. Shows awareness of objects of reference when helped to explore them. b. Actively explores objects of reference.	a. Demonstrate understanding of land features through pictures and photographs: - Mountains - Rivers - Lakes	a. Use an atlas to locate: - Europe - North America - South America

and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. [KS2]	c. Anticipate moving to a particular area of the school when shown the object of reference associated with it. d. Indicates recognition of familiar places when shown a photograph. e. Anticipate moving to a particular area of the school when shown a photo of the area.	○ Valleys ○ Coast ○ Town ○ Country ○ City b. Demonstrate understanding of these land features through maps c. Demonstrate understanding of these land features through Google Earth d. Demonstrate awareness of key human characteristics in different countries: appearance; language; architecture e. Demonstrate awareness of key physical characteristics in different countries: landforms; climate; animal life.	b. Use topography to describe physical features of countries within Europe, Russia, and South America (key features only) a. Mountains b. Rivers c. Lakes d. Valleys e. Coast f. Town g. Country h. City c. Identify key human characteristics of countries within Europe, Russia, and South America (key features only) a. Population b. Language patterns c. Religion d. Architecture e. Political systems d. Find out information related to key human characteristics about different countries (key features only): a. Population b. Language patterns c. Religion d. Architecture e. Political systems e. Identify key physical characteristics of countries within Europe, Russia, and South America (key features only) a. Landforms b. Bodies of water
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			c. Climate d. Soils e. Natural Vegetation f. Animal Life f. Find out information related to key physical characteristics of countries within Europe, Russia, and South America (key features only) a. Landforms b. Bodies of water c. Climate d. Soils e. Natural Vegetation f. Animal Life
4. 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 [KS2]	a. Actively investigates natural materials using their senses. b. Responds with curiosity to physical features found in the local environment (e.g., trees, bushes, animals etc.) c. Responds with curiosity to human features found in the local environment (e.g., shops, buildings, pavement etc.)	a. Actively explore natural materials and artefacts representing areas of the local community and environment b. Actively explore natural materials and artefacts representing other areas of the United Kingdom using their senses and cognitive skills c. Identify: - Paths - Roads - Grass - River - Lake - Shops - Sea - Farms - Domestic animals - Farm animals - Wild animals d. Actively explore human and topographical features of areas of the United Kingdom	a. Name the county that they live in g. Locate the county that they live in through e.g., atlases, globes, and maps b. Name local counties close to where they live h. Locate the local counties on a map or atlas through e.g., atlases, globes, and map c. Name a city local to them i. Locate a local city on a map through e.g., atlases, globes, and maps d. Name some common cities within the United Kingdom: • Manchester • Birmingham • Aberdeen • Cambridge • Edinburgh • Glasgow • Leicester

- e. Identify a city in the United Kingdom.
- f. Identify a county in the United Kingdom.
- g. Identify and distinguish between human and physical characteristics.

- g. Use topography to describe physical features of counties and cities within the United Kingdom, e.g.
 - a. Mountains
 - b. Rivers
 - c. Lakes
 - d. Valleys
 - e. Coast
 - f. Town
 - g. Country
 - h. City
- h. Identify key human characteristics of counties and cities within the United Kingdom, e.g. (key features only)
 - a. Population
 - b. Language patterns
 - c. Religion
 - d. Architecture
 - e. Political systems
- i. Find out key human characteristics of counties and cities within the United Kingdom, e.g. (key features only)
 - a. Population
 - b. Language patterns
 - c. Religion
 - d. Architecture
 - e. Political systems
 - f. Land use
- j. Identify key physical characteristics of counties and cities within the United Kingdom, e.g (key features only)
 - a. Landforms
 - b. Bodies of water
 - c. Climate
 - d. Soils
 - e. Natural Vegetation

			f. Animal Life k. Find out information related to key physical characteristics of counties and cities within the United Kingdom, e.g (key features only) a. Landforms b. Bodies of water c. Climate d. Soils e. Natural Vegetation f. Animal Life g. Land use l. Understand how characteristics of counties and cities within the United Kingdom have changed over time, e.g (key features only) a. Landforms b. Bodies of water c. Climate d. Soils e. Natural Vegetation f. Animal Life g. Land use
5. 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	a. Awareness of light and dark. b. Recognition of the passage of time through anticipation of routine events that happen at different times of the day (e.g., hello time, break time, dinner time, home time etc.). c. Respond to different conditions associated with climates including: - o Hot/cold - o Wet/dry - o Windy	a. Understand features of natural light and natural darkness b. Understand features of night and day as it impacts on them c. Understand features of night and day as it impacts on other people, other countries, the world d. Understand the concept of Earth as a planet e. Identify the Earth, the Moon and the Sun f. Understand the link/s between the Earth, the Moon and the Sun	a. Know what latitude means (south and north) b. Know what longitude means (east and west) c. Locate the equator d. Know that that the equator is at the centre of the lines. e. Know that the latitude and longitude help us locate places in the world. f. Know Prime Meridian is g. Use their knowledge of Prime Meridian to answer questions

zones (including day and night)		g. Understand how different areas of the world have different weather patterns h. Show awareness that the world is made up of two halves with an imaginary line, called Hemispheres	h. Know that time is linked to the world's rotation. i. Know where to go to find out different time zones around the world. j. Locate the Northern Hemisphere on an atlas. k. Name the Northern Hemisphere l. Use the term Northern Hemisphere appropriately m. Locate the Southern Hemisphere. n. Name the Southern Hemisphere o. Use the term Southern Hemisphere appropriately. p. Understand that different global positions have different climates. q. Locate the Tropics of Cancer r. Name the Tropics of Cancer s. Locate the Tropics or Capricorn t. Name the Tropics of Capricorn u. Locate the Arctic v. Name the Arctic w. Locate the Antarctic circle x. Name the Antarctic circle
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