

	YEAR 1	YEAR 2
<b>Knowledge</b>  <b>Location</b>  General geographical knowledge, position and significance, UK and Global	<b>N.C. North and South Poles, Equator, 4 Compass points NSEW, Locational language, name &amp; locate: 7 continents &amp; 5 oceans. Name, locate, identify: 4 countries and capitals of UK &amp; surrounding seas.</b>	
	<ul style="list-style-type: none"> <li><i>I know which is left and which is right</i></li> <li><i>I know what a continent is and I know I live in Europe.</i></li> <li><i>I can name, locate and identify the countries and capitals of the UK.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>I know the four compass points NSEW.</i></li> <li><i>I know where in the world the North and South Poles and Equator are.</i></li> <li><i>I can identify, name and locate the 7 continents.</i></li> <li><i>I can name, locate and identify the 5 oceans.</i></li> <li><i>I can name, locate and identify the seas surrounding the UK</i></li> </ul>
<b>ASSESSMENT</b> <b>By age 7</b>	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	
<b>Understanding place</b>  <b>Simple comparisons and contexts</b>	<b>N.C. Local scale study UK &amp; Non - European country. Identify seasonal &amp; daily weather patterns (UK &amp; local scales) Identify hot &amp; cold areas of the world in relation to Equator &amp; North &amp; South Poles</b>	
	<ul style="list-style-type: none"> <li><i>I can identify the daily and seasonal weather (using appropriate vocabulary e.g. temperature, rain, wind, sunshine)</i></li> <li><i>I can describe how weather can change during a day or what it is likely to be like at different times of the year (in my locality / at another place I have studied).</i></li> <li><i>I can talk about and describe my locality (using the vocabulary: beach, woods/forest ,shops, sea, river, seasons, weather, city)</i></li> </ul>	<ul style="list-style-type: none"> <li><i>I can describe some differences between places near the equator and at the poles.</i></li> <li><i>I can compare places at a local scale (Southampton and Jinja in Uganda) using the following vocabulary: coast, ocean, port, harbour, river, forest, mountain, weather, vegetation, city/town/village.</i></li> <li><i>I recognise and describe simple patterns in the environment (e.g. the variations in traffic during the day, seasonal changes).</i></li> <li><i>I can identify hot &amp; cold areas of the world (using globes and atlases) in relation to the Equator &amp; North &amp; South Poles.</i></li> </ul>
<b>ASSESSMENT</b> <b>By age 7</b>	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	
<b>Enquiry and Skills</b>  Enquiry, mapping, fieldwork, critical thinking, vocabulary	<b>N.C. Identify places using maps, atlases, globes, aerial images &amp; plan perspectives, make maps, devise basic symbols, Fieldwork, geographical vocabulary.</b>	
	<ul style="list-style-type: none"> <li><i>I can use plans, simple maps, globes, atlases and aerial images to recognise some features and places (in my locality/ in the UK)</i></li> <li><i>I can investigate my locality through fieldwork and make simple observations.</i></li> <li><i>I can talk about /describe a locality using some appropriate vocabulary (e.g. features, location, geographical characteristics such as weather and what happens there).</i></li> <li><i>I can ask and answer some questions to help me investigate.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>I can use atlases, maps (scaled 1:1,000 - 1:1,250) and globes to identify and describe some features and places.</i></li> <li><i>I can make and use simple maps and plans (paper and digital) to help me investigate and compare places.</i></li> <li><i>I can use aerial images to help me describe what a place is like and locate key features.</i></li> <li><i>I can read, use and make simple symbols on maps and diagrams (to help me find out about places and share information).</i></li> <li><i>I can investigate my locality through fieldwork and collect data to help me describe and compare places.</i></li> <li><i>I can use geographical vocabulary to ask and answer questions about places and give my opinion.</i></li> </ul>
<b>ASSESSMENT</b> <b>By age 7</b>	Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	

Knowledge	YEAR 3	YEAR 4
<p><b>Location</b></p> <p>General geographical knowledge, position and significance, UK and Global</p>	<p>N.C. Locate countries in Europe and North/South America. Identify their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including mountains and rivers), and land-use patterns. Identify the position and significance of Equator, Northern Hemisphere and Southern Hemisphere.</p>	
	<ul style="list-style-type: none"> <li><i>I know where the UK is located, and can name and locate some major urban areas; locate where I live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.</i></li> <li><i>I can locate some of the world's countries, focusing on Europe (include France and Russia), using a map or atlas.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>I know the eight compass points.</i></li> <li><i>I know and can locate some human and physical characteristics of the UK – including using a map of the British Isles to locate and identify the main British rivers, as well as the names of settlements at the mouth of the rivers.</i></li> <li><i>I can locate many of the world's countries, focusing on North America, using a map or atlas.</i></li> <li><i>I know and can identify the position of the equator, the poles, the northern hemisphere and the southern hemisphere.</i></li> </ul>
<p><b>ASSESSMENT</b></p> <p>By age 9</p>	<p>Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.</p>	
<p><b>Understanding place</b></p> <p>Understanding of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space.</p> <p>Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments.</p>	<p>N.C. 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 America. Describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (types of settlement and land use).</p>	
	<ul style="list-style-type: none"> <li><i>I can describe and understand some of the processes associated with volcanoes and earthquakes (e.g. independently make a working model of a volcano, label it with the features of a volcano and describe how, and offer reasons why, it erupts, and relate this to one or more examples of volcanoes around the world).</i></li> <li><i>I can identify and sequence different human environments, such as the local area and contrasting settlements such as a village or a city; recognising features and some activities that occur in different settlements using a range of key vocabulary.</i></li> <li><i>I can recognise the main land uses within urban areas and the key characteristics of rural areas.</i></li> <li><i>I can understand the physical and human geography of the UK and its contrasting human and physical environments and can explain why some regions are different from others.</i></li> <li><i>I can show awareness of the physical and human characteristics of a European region (France)</i></li> <li><i>I can describe and compare similarities and differences between some regions in Europe (including France and England).</i></li> </ul>	<ul style="list-style-type: none"> <li><i>I can describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. prepare a report, using maps and photographs, about an animal they have chosen; this should contain details of the animal, where it lives in terms of climate and biome, and what it eats).</i></li> <li><i>I can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</i></li> <li><i>I can explain the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers.</i></li> <li><i>I can describe and compare similarities and differences between some regions in Europe (include the UK) and North America (include Mexico)</i></li> <li><i>I can understand how the human and physical characteristics of one region in Europe (include the UK) and the North America (Mexico) are connected and make it special.</i></li> <li><i>I can describe and compare the physical and human characteristics of some regions in North America (e.g. Mexico and the USA).</i></li> <li><i>I can establish an understanding of the interaction between physical and human processes and describe some advantages and disadvantages of living in hazard-prone areas (e.g. rivers flooding).</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>I can begin to understand the interaction between physical and human processes by describing how some physical processes can cause hazards to people (volcanoes and earthquakes).</i></li> <li>• <i>I can recognise that there are advantages to living near volcanoes.</i></li> </ul>	
<p><b>ASSESSMENT</b> By age 9</p>	<p>Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.</p>	
<p><b>Enquiry and Skills</b> Enquiry, mapping, fieldwork, critical thinking, vocabulary</p>	<p><b>N.C. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK 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.</b></p>	
	<ul style="list-style-type: none"> <li>• <i>I can use a map (scaled 1:2,500) or atlas to locate some countries and cities in Europe.</i></li> <li>• <i>I can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.</i></li> <li>• <i>I can use a simple letter and number grid.</i></li> <li>• <i>I can give direction instructions up to four compass points.</i></li> <li>• <i>I can use maps scaled 1:2,500 outside (e.g. follow a route on an OS map and identify some features).</i></li> <li>• <i>I can make a simple sketch map.</i></li> <li>• <i>I can use fieldwork to observe, measure, record and present the human and physical features in the local area.</i></li> <li>• <i>I can present information gathered in fieldwork using a simple graph.</i></li> <li>• <i>I can use digital maps to identify familiar places.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I can use a map (scaled 1:2,500 – 1:10,000) or atlas to locate some countries and cities in North America.</i></li> <li>• <i>I can use a map to locate some states of the USA.</i></li> <li>• <i>I can use four-figure grid references.</i></li> <li>• <i>I can give direction instructions up to eight compass points.</i></li> <li>• <i>I can adeptly use maps scaled 1:2,500 – 1:10,000 outside (e.g. follow a local river downstream on an OS map, identify human and physical features along the river's course and record these with grid references).</i></li> <li>• <i>I can use the scale bar or 1 km grid to estimate distance.</i></li> <li>• <i>I can make a detailed map of a short route with features in the correct order and in the correct places.</i></li> <li>• <i>I can make a scale plan of a room with objects in the room.</i></li> <li>• <i>I can present information gathered in fieldwork using a range of graphs.</i></li> <li>• <i>I can plan a fieldwork investigation in the local area selecting appropriate techniques (e.g. planning and creating a river in the playground and selecting a range of natural materials to use – using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and annotate with key river features and processes).</i></li> <li>• <i>I can use the zoom function on digital maps to explore places at different scales and add annotations (e.g. using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states, cities and physical features of the USA; locate them on a map).</i></li> </ul>
<p><b>ASSESSMENT</b> By age 9</p>	<p>Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos.</p>	

Knowledge	YEAR 5	YEAR 6
<p><b>Location</b></p> <p>General geographical knowledge, position and significance, UK and Global</p>	<p>N.C. locate the world's countries, using maps to focus on Europe 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, and time zones.</p> <ul style="list-style-type: none"> <li><i>I can locate and describe several physical environments in the UK, e.g. mountain and coastal environments, and how they change.</i></li> <li><i>I can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</i></li> <li><i>I can identify broad land-use patterns of the UK (e.g. create a 'Top Trumps' game for other groups in the class for rivers, mountains in the UK, as well as their own categories such as waterfall, lake or city population).</i></li> <li><i>I can locate cities, countries and regions of Europe, Asia and Africa on physical and political maps.</i></li> <li><i>I can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude, and relate this to their climate and vegetation (e.g. produce a world fruit map based around a world map locating the origin of some fruits and relate this to latitude, longitude, the equator, the Tropics of Cancer and Capricorn, and climate).</i></li> </ul>	<ul style="list-style-type: none"> <li><i>I can locate places and regions of South America, and can identify the distinct characteristics of some regions.</i></li> <li><i>I can locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</i></li> </ul>
<p><b>ASSESSMENT</b> By age 11</p>	<p>Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.</p>	
<p><b>Understanding place</b></p> <p>Understanding of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space.</p> <p>Making greater sense of the world by organising and connecting</p>	<p>N.C. 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 and South America. Describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (types of settlement and land use, economic activity including trade links, and the distribution of natural resources - food ).</p> <ul style="list-style-type: none"> <li><i>I can describe key physical and human characteristics and environmental regions of Europe and Asia (E.g. Use physical and political maps of Asia to create a junk model of the Himalayas. Draw the borders of the countries, and label main cities and mountains.).</i></li> <li><i>I can describe and understand a range of key physical processes and the resulting landscape features.</i></li> <li><i>I can understand how a mountain region was formed (e.g. make a clay model to show the formation of fold mountains of the Himalayas in Asia and annotate it with simple explanations of what it shows).</i></li> </ul>	<ul style="list-style-type: none"> <li><i>I can describe, compare and contrast key physical and human characteristics, and environmental regions of South America.</i></li> <li><i>I can understand how climate and vegetation are connected in a range of biomes, such as the tropical rainforest, a hot desert, or the Arctic.</i></li> <li><i>I can explain climate patterns of a region, describe the characteristics of a biome, what its climate is like and how plants and animals are adapted to it.</i></li> <li><i>I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</i></li> <li><i>I can explain several threats to wildlife/habitats (e.g. make an animation to show why the Amazon Rainforest is valuable and under threat, and why it should be protected).</i></li> </ul>

<p>information and ideas about people, places, processes and environments.</p>	<ul style="list-style-type: none"> <li>• <i>I know information about a region of Europe and Asia, its physical environment and climate, and economic activity (e.g. design an app/webpage/leaflet for tourists to the Himalayas, selecting a range of information about the physical and human environment).</i></li> <li>• <i>I understand hazards from physical environments and their management, such as avalanches in mountain regions.</i></li> <li>• <i>I can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert.</i></li> <li>• <i>I can understand how food production is influenced by climate (e.g. produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations).</i></li> <li>• <i>I can understand that products we use are imported as well as locally produced.</i></li> <li>• <i>I understand how human activity is influenced by climate and weather.</i></li> <li>• <i>I know and understand what life is like in cities and in villages and in a range of settlement sizes.</i></li> <li>• <i>I can explain how the types of industry in the area have changed over time.</i></li> <li>• <i>I understand how a region has changed and how it is different from another region of the UK.</i></li> <li>•</li> </ul>	
<p><b>ASSESSMENT</b> By age 11</p>	<p>Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.</p>	
<p><b>Enquiry and Skills</b> Enquiry, mapping, fieldwork, critical thinking, vocabulary</p>	<p>N.C. 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 UK 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.</p> <ul style="list-style-type: none"> <li>• <i>I can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe and Asia.</i></li> <li>• <i>I can use globes and atlases to locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I can use physical and political maps to describe key physical and human characteristics of regions of South America.</i></li> <li>• <i>I can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</i></li> <li>• <i>I can use and draw thematic maps for specific purposes (e.g. to show average annual precipitation/vegetation/climate in South America).</i></li> <li>• <i>I can work confidently with a range of maps from large-scale street maps to 1: 50,000 maps.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>I can use thematic maps for specific purposes (e.g. use physical and political maps to identify the Himalayas, its countries, cities and topography).</i></li> <li>• <i>I can use four-figure grid references and find six-figure grid references.</i></li> <li>• <i>I can describe height and slope from a map.</i></li> <li>• <i>I can read and compare map scales up to 1:25,000 (e.g. use a large-scale OS map of the local area to annotate with photographs and information about how the local area has changed).</i></li> <li>• <i>I can make sketch maps of areas using symbols, a key and a scale.</i></li> <li>• <i>I can use digital maps to investigate features of an area.</i></li> <li>• <i>I can present information gathered in fieldwork using a range of graphs (e.g. research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers).</i></li> <li>• <i>I can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques (e.g. to research how and why an area is changing/has changed and the impact this has had/is having on the local population).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I can use digital maps to research factual information about features.</i></li> <li>• <i>I can design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques (e.g. design, plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is; collect evidence from surveys, photographs and interviews, and present findings to the Head teacher).</i></li> </ul>
<p><b>ASSESSMENT</b> <b>By age 11</b></p>	<p>Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.</p>	