

Geography

Geography Knowledge	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
The UK and the Local Area	<p>The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map EXCEEDING: Can do this on a range of different maps</p> <p>The child can know about the local area and name and locate key landmarks. EXCEEDING: Knows human and physical characteristics of local area</p> <p>Year 1: Our Local Area (Autumn 1) Year 2: Where does our food come from? (Spring 1)</p>	<p>The child can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. The child can locate and describe some human and physical characteristics of the UK. EXCEEDING: Can name and locate cities and counties, can locate and describe contrasting physical environments</p> <p>Year 3: Coasts (Summer 2) Year 4: Rivers and the Water Cycle (Spring 1)</p>	<p>The child can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change. The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. The child can recognise broad land-use patterns of the UK. EXCEEDING: can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments and locate, with accuracy, the UK's major urban areas.</p> <p>Year 5: Changes in the Local Environment (Autumn 2) Year 6: Our World in the Future (Summer 1)</p>
The World and Continents	<p>The child can name and locate the seven continents and five oceans on a globe or atlas. EXCEEDING: knows the relative locations of the continents and oceans to the equator and North and South Poles.</p> <p>Year 1: Animals and their Habitats (Summer 1) Year 2: Our Wonderful World (Summer 1)</p>	<p>The child can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. EXCEEDING: can identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian (including day and night).</p> <p>The child can locate some countries in Europe and North and South America on a map or atlas. The child can relate continent, country, state, city. Identify states in North America using a map. EXCEEDING: Can locate most countries in Europe and the Americas on a map. Can explain continent, country, state and city and give examples.</p> <p>Year 3: Our World (Spring 2) Year 4: The Americas (Autumn 1)</p>	<p>The child can locate cities, countries and regions of Europe and North and South America on physical and political maps. The child can describe key physical and human characteristics and environmental regions of Europe and North and South America. EXCEEDING: Can identify the distinct characteristics of some regions. Can describe, compare and contrast key physical and human characteristics.</p> <p>The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. EXCEEDING: Can compare and contrast with their own location</p> <p>Year 5: Europe (Spring 2) and Journeys (Summer 2) Year 6: South America (Autumn 1)</p>
Physical Themes	<p>The child can identify seasonal and daily weather patterns in the United Kingdom. The child can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. EXCEEDING: can talk confidently about the changing seasons and can identify patterns of hot and cold places</p> <p>The child can recognise a natural environment and describe it using key vocabulary. EXCEEDING: can recognise different natural environments and use a range of key vocabulary to describe</p> <p>Year 1: Animals and their Habitats (Summer 1) Year 2: Seasons (Autumn 1) and Journeys (Spring 1)</p>	<p>The child can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. EXCEEDING: Can understand the relationship between climate and vegetation</p> <p>The child can use simple geographical vocabulary to describe significant physical features and talk about how they change. The child can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. The child can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. EXCEEDING: can describe several features, can describe and name the key landscape features of a river and mountain environment</p> <p>Year 3: Climate and Weather (Autumn 2) and Coasts (Summer 2)</p>	<p>The child can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. The child can describe what the climate of a region is like and how plants and animals are adapted to it. The child can understand how food production is influenced by climate. EXCEEDING: understands about a range of biomes, can explain the climate patterns of a region, can relate climate and food production</p> <p>The child can describe and understand a range of key physical processes and the resulting landscape features. The child can understand how a mountain region was formed. EXCEEDING: can understand how fold mountain regions are formed</p> <p>Year 5: Europe (Spring 2) and Journeys (Summer 2) Year 6: South America (Autumn 1)</p>

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		Year 4: Water Cycle (Spring 1) Earthquakes and Volcanoes (Summer 1)	
Human Themes	<p>The child can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.</p> <p>EXCEEDING: uses a larger range of different human environments to contrast (village/city) and can describe their features</p> <p>Year 1: Our Local Area (Autumn 1) People and their communities (Spring 1) Year 2: Journeys (Spring 1)</p>	<p>The child can identify and sequence a range of settlement sizes from a village to a city.</p> <p>The child can describe the characteristics of settlements with different functions, e.g. coastal towns.</p> <p>The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</p> <p>EXCEEDING: The child can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns.</p> <p>The child can describe the main land uses within urban areas and the activities that take place there.</p> <p>Year 3: Coasts (Summer 2) Year 4: The Americas (Autumn 1)</p>	<p>The child can know and understand what life is like in cities and in villages and in a range of settlement sizes.</p> <p>The child can understand that products we use are imported as well as locally produced.</p> <p>The child can explain how the types of industry in the area have changed over time.</p> <p>The child can understand where our energy and natural resources come from.</p> <p>EXCEEDING: Can understand what life is like in cities and villages around the world, can understand that our shopping choices have an effect on others, can offer reasons for industry change and can understand the impact of energy and resource use</p> <p>Year 5: Journeys (summer 2) Year 6: South America (Autumn 1) Protecting the Environment (Spring 1)</p>
Understanding Places and Connections	<p>The child can make observations about, and describe, the local area and its physical and human geography.</p> <p>EXCEEDING: can suggest how physical and human features are connected</p> <p>The child can describe the physical and human geography of a distant place.</p> <p>The child can describe their locality and how it is different and similar to the distant place.</p> <p>EXCEEDING: can suggest why it is different</p> <p>Year 1: Our Local Area (Autumn 1) People and their communities (Spring 1) Year 2: Journeys (Spring 1) Seven Wonders (Summer 1)</p>	<p>The child can understand the physical and human geography of the UK and its contrasting human and physical environments.</p> <p>The child can explain why some regions are different from others.</p> <p>EXCEEDING: can give reasons why some regions are similar</p> <p>The child can describe and compare similarities and differences between some regions in Europe and North or South America.</p> <p>The child can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special.</p> <p>EXCEEDING: can offer reasons for similarities and differences, can describe and compare physical and human features of these areas, can do this for more than one region</p> <p>The child can understand how physical processes can cause hazards to people.</p> <p>The child can describe some advantages and disadvantages of living in hazard-prone areas.</p> <p>EXCEEDING: can offer reasons why</p> <p>Year 3: Coasts (Summer 2) Year 4: All units</p>	<p>The child can understand how a region has changed and how it is different from another region of the UK.</p> <p>EXCEEDING: knows why a region has changed and understand that all regions are distinctive</p> <p>The child can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity.</p> <p>EXCEEDING: can understand the importance of a region and how physical and economic activity are connected.</p> <p>The child can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>The child can understand how human activity is influenced by climate and weather.</p> <p>The child can understand hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>The child can explain several threats to wildlife/habitats.</p> <p>EXCEEDING: can understand that one source of energy cannot give us all our needs.</p> <p>Year 5: All units Year 6: All units</p>

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Geography Skills	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Map and Atlas Skills</p>	<p>The child can use a world map, atlas or globe to name and locate the seven continents and five oceans. The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. EXCEEDING: can locate continents and oceans relative to the Equator, North and South Poles Can use a range of maps and satellite images for the UK</p> <p>The child can describe a journey on a map of the local area using simple compass directions and locational and directional language. EXCEEDING: locating features and landmarks</p> <p>Year 1: Local Area (Autumn 1) Animals and Their Habitats (Summer 1) Year 2: All units</p>	<p>The child can use a map or atlas to locate some countries and cities in Europe or North and South America. The child can use a map to locate some states of the USA. The child can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. EXCEEDING: can locate many countries, cities and states.</p> <p>The child can use four-figure grid references. The child can give direction instructions up to eight compass points. The child can adeptly use large-scale maps outside. EXCEEDING: know that six figure can give more accurate grid references, can use the scale bar or 1 km grid to estimate distance, can recognise patterns on maps and begin to explain what they show.</p> <p>Year 3: Our World (Autumn 2) Year 4: The Americas (Autumn 1) and Water Cycle (Spring 1)</p>	<p>The child can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America. The child can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. The child can use thematic maps for specific purposes. EXCEEDING: can use atlases to identify the distinct characteristics of some regions of Europe or North and South America. The child can use globes and atlases to accurately locate places by their latitude and longitude.</p> <p>The child can use four-figure, and find six figure, grid references. The child can describe height and slope from a map. The child can read and compare map scales. EXCEEDING: can use four- and six-figure grid references with ease, can describe the shape of the land from contour patterns, can work confidently with a range of maps from large-scale street maps to 1:50,000 maps Year 5: Changes in the Environment (Autumn 2) Europe (Spring 2) Year 6: Protecting the Environment (Spring 1) The Future (Summer 1)</p>
<p>Fieldwork and Investigation</p>	<p>The child can use aerial photos to identify physical and human features of a locality. The child can draw a simple map with a basic key of places showing landmarks. EXCEEDING: can include a greater range</p> <p>The child can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. The child can locate features of the school grounds on a base map. EXCEEDING: Can talk about the weather map and identify patterns</p> <p>Year 1: Local Area (Autumn 1) Year 2: Seasons (Autumn 1)</p>	<p>The child can make a map of a short route with features in the correct order and in the correct places. The child can make a simple scale plan of a room. The child can present information gathered in fieldwork using simple graphs. The child can use the zoom function of a digital map to locate places. EXCEEDING: can make a detailed map, can use a range of graphs, can use the zoom function to explore places at different scales and add annotations.</p> <p>The child can, in a group, carry out fieldwork in the local area selecting appropriate techniques. EXCEEDING: Can plan a fieldwork investigation</p> <p>Year 3: Our World (Autumn 2) Year 4: The Americas (Autumn 1) and Water Cycle (Spring 1)</p>	<p>The child can make sketch maps of areas using symbols, a key and a scale. The child can use digital maps to investigate features of an area. The child can present information gathered in fieldwork using a range of graphs. EXCEEDING: can use digital maps to research factual information about features, can present information gathered in fieldwork using a range of graphs and other data presentation techniques.</p> <p>The child can plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques. EXCEEDING: can design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.</p> <p>Year 5: Changes in the Environment (Autumn 2) Year 6: Our World in the Future (Summer 1)</p>
<p>Early Years Foundation Stage</p>	<p>30- 50 months: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Shows care and concern for living things and the environment</p> <p>End of Reception: Talk about similarities and differences, features of their own environment and how environments might vary</p>		