

Name of subject: GEOGRAPHY

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| LOCATIONAL KNOWLEDGE | | <p>I can understand how some places are linked to other places e.g. roads, trains</p> <p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>I can name, locate and identify characteristics of the seas surrounding the United Kingdom</p> | <p>I can name and locate the world's seven continents and five oceans</p> <p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> | <p>I can identify where countries are within the UK and the key topographical features</p> <p>I can name and locate the cities of the UK (linked to the Yorkshire and the Humber unit)</p> | <p>I can recognise the different shapes of the continents</p> <p>I can demonstrate knowledge of features about places around me and beyond the UK</p> <p>I can identify where countries are within Europe, including Russia</p> <p>I can recognise that people have differing qualities of life living in different locations and environments</p> <p>I know how my locality is set within a wider geographical context</p> | <p>I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day</p> <p>I can recognise the different shapes of countries</p> <p>I can identify the physical characteristics and key topographical features of the countries within South America</p> <p>I can talk about the wider context of places e.g. county, region, country</p> <p>I can describe where a variety of places are in relation to</p> | <p>I can, using knowledge from across Key Stage 2, locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>I can, using knowledge from across Key Stage 2, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical</p> |

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| | | | | | | <p>physical and human features</p> <p>I can locate the capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent</p> | <p>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</p> <p>I can 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 (including day and night)</p> |
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| PLACE KNOWLEDGE | | <p>I can name, describe and compare familiar places</p> <p>I can link my home with other places in my local community</p> <p>I can talk about some present changes that are happening in the local environment e.g. at school</p> <p>I can suggest ideas for improving the school environment</p> | <p>I can understand and talk about geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> | <p>I can understand why there are similarities and differences between places</p> <p>I can begin to talk about how places relate to each other</p> | <p>I can begin to talk about the wider context of places for example the region, the country</p> <p>I can talk about why there are similarities and differences between places</p> | <p>I can compare the physical and human features of a region of the UK and a region of North/South America, identifying similarities and differences</p> | <p>I can understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America and the other places studied throughout KS2</p> |
| HUMAN AND PHYSICAL GEOGRAPHY | | <p>I can describe seasonal weather changes</p> <p>I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p> | <p>I can identify seasonal and daily weather patterns in the United Kingdom</p> <p>I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> | <p>I can identify physical and human features of the locality</p> <p>I can describe and understand key aspects of the human and physical geography of mountains</p> <p>I can describe and understand</p> | <p>I can describe human features of the UK regions, cities and/or counties</p> <p>I can understand the effect of landscape features on the development of a locality</p> <p>I can describe how people have</p> | <p>I understand how humans affect the environment over time</p> <p>I can talk about how changes to the world environments happen over time</p> <p>I can understand why people seek to manage and</p> | <p>I can, using knowledge from across Key Stage 2, describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p> |

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| | | <p>vegetation, season and weather</p> <p>I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> | <p>I can confidently 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</p> <p>I can confidently use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> | <p>key aspects of the human and physical geography of rivers</p> | <p>been affected by changes in the environment</p> <p>I can describe and understand key aspects of the human and physical geography of volcanoes and earthquakes</p> | <p>sustain their environment</p> <p>I can explain about natural resources e.g. water in the locality</p> <p>I can describe and understand key aspects of human geography- types of settlement</p> <p>I can describe and understand key aspects of human geography- distribution of natural resources including energy, food, minerals and water</p> | <p>earthquakes, and the water cycle</p> <p>I can, using knowledge from across Key Stage 2, describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> |
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Geographical Skills and Fieldwork

| | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| Geographical Enquiry | | <p>Teacher led enquires, to ask and respond to simple questions</p> <p>I can use information books/pictures as sources of information</p> <p>I can investigate my surroundings</p> <p>I can make observations about where things are e.g. within school or local area</p> | <p>I can ask simple geographical questions e.g. Where is it? What is it like?</p> <p>I can use non-fiction books, stories, maps, pictures and photos on the internet as sources of information.</p> <p>I can investigate my surroundings</p> <p>I can make appropriate observations about why things happen</p> <p>I can make simple comparisons between features of different places</p> | <p>I can begin to ask/initiate geographical questions</p> <p>I can use non-fiction books, stories, atlases, pictures/photos and internet as sources of information</p> <p>I can investigate places and themes at more than one scale</p> <p>I can begin to collect and record evidence</p> <p>I can analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations</p> | <p>I can ask and respond to questions and offer my own ideas</p> <p>I can also use satellite images and aerial photographs as sources of information</p> <p>I can investigate places and themes at more than one scale</p> <p>I can collect and record evidence with some aid</p> <p>I can analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> | <p>I can begin to suggest questions for investigating</p> <p>I can begin to use primary and secondary sources of evidence in my investigations</p> <p>I can investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>I can collect and record evidence unaided</p> <p>I can analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on</p> | <p>I can suggest questions for investigating</p> <p>I can use primary and secondary sources of evidence in my investigations</p> <p>I can investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>I can collect and record evidence unaided</p> <p>I can analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature , look at patterns and explain reasons behind it</p> |

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| | | | | | | people/everyday life | |
| Direction /Location | | I can follow directions (up/down, left/right, forwards/backwards) | I can follow directions (as Y1) and include North, South, East and West. | I can use 4 compass points to follow/give directions: I can use letter/no. co-ordinates to locate features on a map. | I can use 4 compass points well: I can begin to use 8 compass points I can use letter/no. co-ordinates to locate features on a map confidently. | I can use 8 compass points; I can begin to use 4 figure coordinates to locate features on a map. | I can use 8 compass points confidently and accurately I can use 4 figure co-ordinates confidently to locate features on a map I can begin to use 6 figure grid refs; use latitude and longitude on atlas maps |
| Drawing Maps | | I can draw picture maps of imaginary places and from stories. | I can draw a map of a real or imaginary place I can add detail to a sketch map from an aerial photograph | I can try to make a map of a short route experienced, with features in correct order I can try to make a simple scale drawing | I can make a map of a short route experienced, with features in correct order I can make a simple scale drawing | I can begin to draw a variety of thematic maps based on my own data | I can draw a variety of thematic maps based on my own data I can begin to draw plans of increasing complexity |
| Representation | | I can use own symbols on imaginary map | I can begin to understand the need for a key I can use class agreed symbols | I know why a key is needed I can use standard symbols | I know and can explain why a key is needed | I can draw a sketch map using symbols and a key | I can recognise and use some symbols on an OS map |

| | | | to make a simple key | | I can recognise some symbols on an OS map | I can recognise and use some symbols on an OS map | I can use atlas symbols |
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| Using Maps | | <p>I can use a simple picture map to move around the school</p> <p>I can recognise that a map is about a place</p> | <p>I can follow a route on a map</p> <p>I can use a plan view</p> <p>I can use an infant atlas to locate places</p> | <p>I can locate places on larger scale maps e.g. map of Europe</p> <p>I can follow a route on a map with some accuracy</p> | <p>I can locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>I can follow a route on a large scale map</p> | <p>I can compare maps with aerial photographs</p> <p>I can select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>I can begin to use atlases to find out about other features of places (e.g. find wettest part of the world)</p> | <p>I can follow a short route on an OS map</p> <p>I can describe features shown on OS map</p> <p>I can locate places on a world map</p> <p>I can use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> |
| Scale /Distance | | I can use vocabulary (e.g. bigger/smaller, like/dislike) | I can begin to spatially match places (e.g recognise the UK on a small scale and larger scale map) | I can begin to match boundaries (E.g. find same boundary of a country on different scale maps.) | I can match boundaries (E.g. find same boundary of a county on different scale maps.) | <p>I can measure straight line distance on a plan</p> <p>I can find/recognise places on maps of different scales. (E.g. river Nile.)</p> | <p>I can use a scale to measure distances</p> <p>I can draw/use maps and plans at a range of scales</p> |

| Perspective | | I can draw around objects to make a plan | I can look down on objects to make a plan view map | I can begin to draw a sketch map from a high viewpoint | I can draw a sketch map from a high viewpoint | I can draw a plan view map with some accuracy | I can draw a plan view map accurately |
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| Map Knowledge | | I can learn names of some places within/around the UK e.g. Home town, cities, countries, like Wales, France I can begin to locate and name on UK map major features e.g London, River Thames, home location, seas. | I can locate and name on UK map major features e.g London, River Thames, home location, seas. | I can begin to identify points on maps A, B and C | I can begin to identify significant places and environments | I can identify significant places and environments | I can confidently identify significant places and environments |
| Style of Map | | I can use picture maps and globes | I can find land/sea on a globe I can use teacher drawn base maps I can use large scale OS maps I can use an infant atlas | I can use large scale OS maps I can begin to use map sites on internet I can begin to use junior atlases I can begin to identify features on aerial/oblique photographs | I can use large and medium scale OS maps I can use junior atlases I can use map sites on the internet I can identify features on aerial/oblique photographs | I can use index and contents page within atlases I can use medium scale land ranger OS maps | I can use OS maps I can confidently use an atlas I can recognise world map as a flattened globe |