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|  |  | Year 3 |  | Year 4 |  | Year 5 |  | Year 6 | Expectations at end of key stage |
| Location knowledge |  | Can I use maps to locate the countries of Europe? Can I locate the countries in Europe, concentrating on their environmental regions?  Can I locate the countries in Europe, concentrating on their key physical and human characteristics?    Can I locate the major cities in the UK?    Can I study the land? Use patterns of an area the United Kingdom linked to the area I am studying and say how these have changed over time?  Can I use photographs to critically study the topographical features of an area in the United Kingdom linked to the area I am studying? |  | Can I Locate and label different countries/continents in the Northern and Southern hemisphere?    Can I raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres?  Can I study the land-use patterns of an area the United Kingdom linked to the area I am studying and say how these have changed over time? |  | Can I use maps to locate the countries of North America?  Can I use maps to locate the countries of South America?    Can I locate the countries in South America, concentrating on their environmental regions?    Can I locate the countries in South America, concentrating on their key physical and human characteristics?  Can I locate the major cities in South America? |  | Can I identify the position and significance of the Arctic and Antarctic circles?  Can I identify the position and significance of the Greenwich Meridian and different time zone (including night and day)? | 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.    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. |

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| Place Knowledge |  | Can I study the geographical similarities and differences through the study of human and physical geography of contrasting regions in the United Kingdom? |  | Can I study the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe? |  | Can I study the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America? |  | Can I study maps of the USA to identify environmental regions?  Compare and contrast these regions?  Can I locate the key physical and human characteristics?  Can I relate these features to the locality? e.g. population sizes near tourist landmarks/rivers, transport links to mountains.  Can I locate all the man-made features in the USA?  e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon,  Yosemite National Park, The White House etc. and relate to UK landmarks. | 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).    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 or  South America.    Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. |

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| Human and Physical Geography |  | Can I describe and show an understanding of the climate zones of the key places I study?    Can I describe and show an understanding of earthquakes linking to the key places I study?  Can I describe and show an understanding of volcanoes to the key places I study?    Can I the settlements and land use of the key places that I study?  Study maps to make assumptions about the different areas of Europe e.g. using map key to identify mountainous areas, urban areas.  Critically study photographs.  Can I study the economic activity, including trade links, of the key places that I study?    Can I discuss the distribution of natural resources, including energy, of the key places that I study?    Can I answer questions about the food, minerals and water aspects of KEY IN DEPTH STUDY - MOUNTAINs? |  | Can I use and explain the term ‘Climate Zone and identify them?  Can I ask questions and find out what acts the climate?    Use maps to identify different climate zones?  Can I discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area?  Can I ask questions about global warming and discover the cause of it and research the implications?    Can I reach reasoned and informed solutions and discuss the consequences for the future? |  | I understand the term ‘biome’.  I can use knowledge of this term to make suggestions for places in the world which may be biomes.  I can use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc.  Defend reasoning using knowledge of maps.  Can I explain the distribution of natural resources, including energy of the key places that I study?  Can I study the food, minerals and water aspects of the key places that I study? |  | Can I reflect on the importance and value of the tourism industry in these areas?  Can I locate the major cities of the world and draw conclusions as to their similarities and differences?  Can I study the settlements and land use of the key places that I study?    Can I study the economic activity, including trade links, of the key places that I study?  Can I study the distribution of natural resources, including energy, of the key places that I study? | 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 United Kingdom  and the wider world.    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. |
| Geography skills and field work |  | Can I use maps to locate countries and describe features studied?  Can I use atlases to locate countries and describe features studied?  Can I use digital and computer mapping to locate countries and describe features studied?    Can I use the four points of a compass to build my knowledge of the United Kingdom and the wider world?  Can I use the four figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world? |  | Can I use the four and six figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world?  Can I use ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom and the wider world? |  | Can I use atlases to locate countries and describe features studied?    Can I use digital and computer mapping to locate countries and describe features studied?  Can I use more complex ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom and the wider world? |  | Can I undertake a traffic survey of the local main road? Tally counting, types of vehicle  observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users – shopkeepers, children, senior citizens, businesses.  Can I collate the data collected and record it using data handling software to produce graphs and charts of the results?  Ask geographical questions e.g. how is traffic controlled. What are the main problems?  Can I undertake a street/ noise survey of the local road/ high street? Undertake a general survey of the local road/ high street.    Can I form and develop opinions e.g. Do the pupils like/dislike the road/street?  Compare road with another busier/quieter  Street/road.  Make suggestions and reflect on own beliefs. Which street/road do the pupils prefer? What changes/improvements would they make to either? |  |