

Contextual world knowledge of locations, places and geographical features	Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.	Competence in <b>geographical enquiry</b> , and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.
<p><b>Year 1</b>  <i>Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.</i></p> <p>Name and locate 7 continents and 5 oceans.</p> <p>Name and locate 4 countries and capital cities of the UK and its surrounding.</p> <p>Identify characteristics of countries in UK and its surrounding seas.</p>	<p><b>Year 1</b>  <i>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.</i></p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator, and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:  A) Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.  B) Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p><b>Year 1</b>  <i>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.</i></p> <p>Use world maps, atlases and globes to identify the UK and its countries.</p> <p>Use world maps, atlases and globes to identify countries, continents and oceans studied at this Key Stage.</p> <p>I can find features on both an aerial photograph and a plan of the school.</p> <p>I can create a simple plan of the school site.</p> <p>I can construct and use a key to find features on a plan of the school.</p>
<p><b>Year 2</b>  <i>Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.</i></p> <p>Name and locate 7 continents and 5 oceans and locate them on a map or globe.</p> <p>Understand the similarities and differences in</p>	<p><b>Year 2</b>  <i>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.</i></p> <p>Identify seasonal and daily weather patterns in the UK and India.</p> <p>I can compare how human activity in rural</p>	<p><b>Year 2</b>  <i>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.</i></p> <p>I can use key geographical vocabulary when referring to human features such as locations, dwellings and industry.</p>

<p>the human geography of a rural area in the UK and India.</p> <p>Understand the similarities and differences in the human geography of an urban area in the UK and India.</p> <p><b>Year 3</b>  <i>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.</i></p> <p>I can explain what is meant by physical geography and give examples, including: climate zones, biomes and vegetation belts and rivers.</p> <p>I understand the significance of latitude and longitude and as a result, understand why we have different time zones.</p> <p>I understand the differences between day and night and how time zones have an impact on this.</p> <p>I can explain what is meant by physical geography and give examples, including: Harshness of the extreme environment and</p>	<p>areas in both the UK and India are affected by the geography of the land.</p> <p>I can compare how human activity in urban areas in both the UK and India are affected by the geography of the land.</p> <p><b>Year 3</b>  <i>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.</i></p> <p>I can explain what is meant by physical geography and give examples, including: climate zones, biomes and vegetation belts and rivers.</p> <p>I can explain what is meant by human geography and give examples, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in Brazil.</p>	<p>Use simple compass direction (NESW) and locational directional language (e.g. near, far, left, right) to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks.</p> <p>I can use simple grid references to find features in the local area on a map.</p> <p><b>Year 3</b>  <i>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. They can express their opinions and recognise that others may think differently.</i></p> <p>I can locate a specific area of Brazil and describe its features.</p> <p>I can use four figure grid references to locate points of interest on a map, understanding the importance of map symbols.</p> <p>I can use eight points of a compass when describing position and location.</p> <p>I can use maps, atlases, globes and digital mapping to locate the polar regions and the tropics.</p>
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the impact growing conditions.

**Year 4**

*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.*

I can find different countries which share a common physical and human characteristic e.g. similar climate, vegetation, membership of global organisations and land use.

I can use maps, atlases and globes to locate and name the major cities of the UK.

I can use maps, atlases and globes to locate and name geographical regions (Pennines, Lake District, Cambrian Mtns, The Fens, Dartmoor and Exmoor, Southern Uplands, The Grampians Mourn Mtns, North & South Downs).

I can use maps, atlases and globes to locate and name key geographical features of the UK

I can explain what is meant by human geography and give examples of why these areas are in habitable. Include: Population, trade links and natural resources.

**Year 4**

*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.*

I can describe patterns of land use in the UK (farmland, population centres, key industries) and how this has changed over time.

I can explain how the water cycle works, relating this to physical geography and including examples.

I can use four figure grid references to locate points of interest on a map, understanding the importance of map symbols.

I can use eight points of a compass when describing position and location.

I can use fieldwork to make observations of physical and human geography in our local area.

**Year 4**

*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. They can express their opinions and recognise that others may think differently.*

I can describe human geographical features of the UK, including economic activity, distribution of natural resources, transport links and how the population has changed through mass immigration.

I can use a range of sources (maps, photographs etc) to identify, locate and describe human geographical features in the UK including: cities, towns, villages, factories, farms, houses, offices, ports, harbours and shops.

- mountains, lakes, rivers, hills and significant coastlines.

**Year 5**

*Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.*

I can locate Mexico using a map/atlas/globe/digital map, focusing upon its key physical and human geography, environmental regions and major cities.

I understand the significance of latitude and longitude and as a result, understand why we have different time zones.

I can locate counties and cities within the UK, understanding geographical regions and their key topographical features; understand how some of these aspects have changed over time.

**Year 6**

*Have a more detailed and extensive framework of*

**Year 5**

*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.*

I can compare how human activity in both the UK and Mexico are affected by the physical geography of the land.

I can explain what is meant by physical geography and give examples, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in Mexico.

I can explain what is meant by human geography and give examples, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in Mexico.

I can explain what is meant by physical geography and give examples of how rivers have shaped the landscape.

**Year 6**

**Year 5**

*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.*

I can use maps, atlases, globes and digital mapping to locate major rivers and describe the related features.

I can use four and six-figure grid references to locate rivers on Ordnance Survey maps, understanding the importance of map symbols.

I can use eight points of a compass when describing position and location.

I can use fieldwork to make observations of physical and human geography in an area surrounding a river.

**Year 6**

*Be able to carry out investigations using a range of*

*knowledge of the world, including globally significant physical and human features and places in the news.*

I can use world maps, globes, atlases and digital mapping to locate the sites of natural disasters that are occurring or have occurred around the world.

I can locate and record the location of tectonic plates on a map of the world.

*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.*

I can identify similarities and differences between a rural location in the UK and a rural location in Greece comparing both human and physical aspects of Geography.

I can identify similarities and differences between an urban location in the UK and an urban location in Greece comparing both human and physical aspects of Geography.

I can describe how and why natural disasters including volcanic eruptions, earthquakes, hurricanes, typhoons, and tsunamis occur.

I can describe the differences between how different volcanoes are formed and their impact both negative and positive on surrounding areas including shield volcanoes, composite volcanoes, caldera volcanoes and cinder cone volcanoes.

I can explain the impact that natural disasters have on the world both globally and locally on both communities and the natural world.

I can describe how societies have attempted

*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.*

I can locate Greece and where it lies in relation to other European countries.

	<p>to defend themselves against the effects of natural disasters including building design, flood barriers.</p> <p>I can describe how natural disasters and the locations of volcanoes has affected where people have chosen to settle and how they can affect the displacement of communities, migration and refugee crises.</p> <p>I can explain how the loss of natural defences including wetlands, mangroves, forests and reefs increase the vulnerability of populated areas to storms and floods and amplifies the impact of these water - driven disasters.</p>	
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