

	<u>Locational Knowledge</u>	<u>Human and Physical Geography</u>	<u>Communicating geographical knowledge</u>	<u>Geographical skills</u>
Year 1	Pupils can name and locate three of the seven continents of the world Pupils can name and locate two of the five oceans of the world Pupils can name and locate three of the four countries of the United Kingdom Pupils can name two of the four capital cities of the United Kingdom	Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in physical geography	Pupils can identify seasonal patterns Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles Pupils are beginning to use basic geographical vocabulary to refer to human features Pupils are beginning to use basic geographical vocabulary to refer to physical features	Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately Pupils can use simple compass directions with increasing accuracy Pupils are recognising landmarks with increased accuracy Pupils are beginning to devise a simple map
Year 2	Pupils can name and locate the seven continents of the world Pupils can name and locate the five oceans of the world Pupils can name and locate the four countries of the United Kingdom Pupils can name the four capital cities of the United Kingdom	Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography	Pupils can identify seasonal and daily weather patterns Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles Pupils can use a wide range of basic geographical vocabulary to refer to human features Pupils can use a wide range of basic geographical vocabulary to refer to physical features	Pupils can use maps, atlases and globes confidently to identify studied regions Pupils can use simple compass directions confidently Pupils can recognise landmarks Pupils can devise a simple map with basic symbols in a key
Year 3	Pupils can confidently locate countries in Europe, North and South America on a map Pupils can locate cities of the United Kingdom and are beginning to identify countries Pupils can identify at least 4 for the position and significance of latitude,	Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography Pupils have studied a region of the U.K, a region in a European country and a	Pupils can describe an increased range of aspects of physical geography Pupils can describe an increased range of aspects of human geography	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with

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	longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones	region within North or South America and are beginning to identify similarities and differences between the three in human geography		symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies

Year 4	<p>Pupils can confidently locate countries in Europe, North and South America on a map</p> <p>Pupils can locate cities of the United Kingdom and are beginning to identify counties</p> <p>Pupils can identify at least 4 for 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</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography</p>	<p>Pupils can describe an increased range of aspects of physical geography</p> <p>Pupils can describe an increased range of aspects of human geography</p>	<p>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)</p> <p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies</p>
Year 5	<p>Pupils can, mostly, locate countries of the world on a map</p> <p>Pupils can, mostly, locate counties and cities of the United Kingdom</p> <p>Pupils can identify most for 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</p> <p>Pupils can identify aspects of the physical and human geography that have changed over time</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography</p>	<p>Pupils can describe and understand an increasing variety of key aspects of physical geography</p> <p>Pupils can describe and understand an increasing variety of key aspects of human geography</p>	<p>Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies</p>

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Year 6	<p>Pupils can confidently locate countries of the world on a map</p> <p>Pupils can confidently locate counties and cities of the United Kingdom</p> <p>Pupils 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</p> <p>Pupils can confidently identify how aspects of the physical and human geography have changed over time</p>	<p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography</p> <p>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography</p>	<p>Pupils can describe and understand a wide range of key aspects of physical geography</p> <p>Pupils can describe and understand a wide range of key aspects of human geography</p>	<p>Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Pupils can 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>
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