

Geography Curriculum 2014

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Year 1 – Geography

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

[e.g. explorers]

Place knowledge

- understand 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

[e.g. explorers in Brazil]

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

[e.g. Y1 explorers]

- 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

[e.g. Seasides]

- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Year 1 – Geography Skills

Emerging (Level 1)	Developing (Level 2)	Consolidating (Level 3)
<p>I ask what is this place like? I tell others' the things I like and dislike about a place. I use words, pictures, bar charts, and pictograms to help me describe places. I describe places using geography words such as physical and human (and also see 3a-3e below). I look at places and draw features I like or dislike, sorting them into groups. I take digital photographs of a locality and use them back in the classroom to help describe a place). I can mark on a map of the British Isles, where I live and any other locations I know about. I can mark on a map of the world, The British Isles, my country of birth (if different) and any other locations I have discussed in class. I can mark on a map of the local area, the location of the school. I use books, stories, and other information to find out about places. I can map the classroom (building up from a map of the desk that shows a 'birds' eye' view of the layout.) I can make drawings of an area I am finding out about.</p> <p>I can say what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc). I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline. I can say where somewhere is using words such as close to the school, far away from the school, town or city name, and locality within the town or city. I can say how a place is like another place (This is a busy/built up/ farming/ seaside/countryside place, just like... This is a quiet place but ...is a busy, noisy place) I know that paths, roads, air, and sea link places to others'. I also know some of the reasons places are linked: holidays, leisure, work, food, people moving to another country/place.</p> <p>These programmes of study are covered in 3a-e above.</p> <p>I keep a class weather chart throughout the school year and discuss changes. I can suggest ways I could improve somewhere near the school.</p>	<p>I ask what is this place like? What and who will I see in this place? Why are these people here and what are they doing? I tell others' the things I like and dislike about a place and give clear reasons that I write in clear sentences. I use words, pictures, bar charts, Venn diagrams, pictograms, and tables to help me describe places.</p> <p>I describe places using geography words such as natural and built (and also see 3a-3e below). I look at places and draw features I like or dislike, sorting them into groups. I take digital photographs of a locality and use them back in the classroom to help describe a place, adding geography words. I can mark on a map of the British Isles, where I live and any other locations I know about. I can mark on a map of the world, The British Isles, my country of birth (if different) and any other locations I have discussed in class. I can mark on a map of the local area, the location of the school and any other features I know about. I use books, stories, and other information to find out about places and I keep this in an abeled d way. I can make a map of the things I see in the place I am visiting or finding out about. My maps are abeled with geography words I have learned (and may include teacher drawn NWSE compass rose). My maps have grid references (A1, B1 etc). My maps contain a key with symbols or colours to help identify features. I can say what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc) and use this to decide whether a place is a city, town, village, coastal or rural area. I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods, coastline. I can say where somewhere is using words such as the city or town name, and the region (or continent for studies further afield). I can say why places have become as they are (lots of shops bring lots of people/ farmland is quiet because people don't have much need to go there). I can say how a place is changing (e.g. new houses being built, getting busier as it becomes more popular, in decline as people move elsewhere, not as popular as it once was for leisure activities). I can say how a place is like another place. (This is a busy/built up/ farming/ seaside/countryside place, just like... This is a quiet place but ...is a busy noisy place). I know that paths, roads, air, and sea link places to others. I also know some of the reasons places are linked: holidays, leisure, work, food, and people moving to another country/place. I can name and identify the equator and the tropics.</p> <p>These programmes of study are covered in 3a-e above.</p> <p>I keep a class weather chart throughout the school year and discuss changes. I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. I can suggest solutions to different points of view as to how a locality can be improved.</p>	<p>I ask, "Which PHYSICAL features does this place have?" I ask, "Which HUMAN features does this place have?" I give reasons for why some of those features are where they are. I describe different points of view on an environmental issue affecting a locality.*** I find out about places and the features in those places by either going to that place to observe or by looking at information sources. I use my writing skills to communicate what I know. I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc). I use my ICT skills to help me find out information and present what I have found out.</p> <p>I use the terms PHYSICAL and HUMAN accurately and can describe these features. I am building up a list of geography words (see 'recommended geography words list'). I make detailed sketches of the features of a location. I devise questionnaires to find out local opinions on an issue. I look at maps of areas I am studying and identify features. I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g.05,15), a scale (e.g. 1 square =1KM), a compass rose indicating North and some standard Ordnance Survey symbols. I use the contents and index pages of an Atlas to find places quickly. I have looked at how a map is a flat representation of a place on the globe. I have used a globe to explore the nature of our world and can point out the North and South poles. I use the internet to help find out about a location, including aerial photographs (e.g. Google Earth). I can plan a route using 8 points of the compass.</p> <p>I can describe a place using information I have found out using my geography words well. I compare places that I have studied using the physical and human features for my comparisons. I give some reasons for the similarities and differences between places, using geographical language. When I describe where a place is I use the 8 points of the compass to describe its position. When I describe where a place is, I use country, region and names of towns, cities, and rivers. I know where the British Isles are and can name The United Kingdom (England, Scotland, Wales & Northern Ireland), and The Republic of Ireland. I can name and locate the capital cities London, Dublin, Edinburgh, Cardiff and Belfast. I can name and identify the Cambrian Mountains, the Grampian Mountains, the Lake District, and the Pennines. I can name and identify the three longest rivers in the UK (Severn, Thames, Trent). I can name and identify the seas around the United Kingdom (The English Channel, the Irish Sea and the North Sea). I can name the significant places and features of a location I am studying (and of my country of birth). I can name and locate France (Paris), Germany (Berlin) Italy (Rome), and Spain (Madrid). I can name and locate the largest mountain range in Europe (The Alps).</p> <p>I can identify the parts of a river and understand how land use is different along the river's course. (Source, meander, mouth) and areas around (flood plains). *OR I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves). * I can explain the process of erosion and deposition (at either the coast or in a river).* I know how erosion, deposition and flooding can affect people.* I can identify how a place where people live (settlement) has changed over time and give some reasons for this, giving precise observations or research as evidence for this.** I use both physical and human factors in my explanation. ** I can compare places where people live and give reasons for the differences. **</p> <p>I keep a class weather chart throughout the school year and discuss weather around the world. *** I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. *** I can summarise an environmental issue either in the local area or an area I am studying. *** I can suggest solutions to different points of view as to how a locality can be improved. *** I know how I can contribute to a reduction in climate change. ***</p>

Year 2 – Geography

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

[e.g. castles and knights; journeys]

Place knowledge

- understand 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

[e.g. journeys]

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

[e.g. castles; journeys]

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
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Year 2 – Geography Skills

Emerging (Level 1)	Developing (Level 2)	Consolidating (Level 3)
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Year 3 – Geography - A locality in a less economically developed country *i.e. Africa, Egypt. Also atlas skills*

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational knowledge

- 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
[e.g. Vikings]

Place knowledge

- 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
[partly through Vikings and Anglo Saxons]

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use [e.g. Africa], economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

Year 3 – Geography Skills

Emerging (Level 2)	Developing (Level 3)	Consolidating (Level 4)
<p>I ask what is this place like? What and who will I see in this place? Why are these people here and what are they doing? I tell others' the things I like and dislike about a place and give clear reasons that I write in clear sentences. I use words, pictures, bar charts, Venn diagrams, pictograms, and tables to help me describe places.</p> <p>I describe places using geography words such as natural and built (and also see 3a-3e below). I look at places and draw features I like or dislike, sorting them into groups. I take digital photographs of a locality and use them back in the classroom to help describe a place, adding geography words. I can mark on a map of the British Isles, where I live and any other locations I know about. I can mark on a map of the world, The British Isles, my country of birth (if different) and any other locations I have discussed in class. I can mark on a map of the local area, the location of the school and any other features I know about. I use books, stories, and other information to find out about places and I keep this in an organised way. I can make a map of the things I see in the place I am visiting or finding out about. My maps are labelled with geography words I have learned (and may include teacher drawn NWSE compass rose). My maps have grid references (A1, B1 etc). My maps contain a key with symbols or colours to help identify features. I can say what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc) and use this to decide whether a place is a city, town, village, coastal or rural area. I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods, coastline. I can say where somewhere is using words such as the city or town name, and the region (or continent for studies further afield). I can say why places have become as they are (lots of shops bring lots of people/ farmland is quiet because people don't have much need to go there). I can say how a place is changing (e.g. new houses being built, getting busier as it becomes more popular, in decline as people move elsewhere, not as popular as it once was for leisure activities). I can say how a place is like another place. (This is a busy/built up/ farming/ seaside/countryside place, just like... This is a quiet place but ...is a busy noisy place). I know that paths, roads, air, and sea link places to others. I also know some of the reasons places are linked: holidays, leisure, work, food, and people moving to another country/place. I can name and identify the equator and the tropics.</p> <p>These programmes of study are covered in 3a-e above. I keep a class weather chart throughout the school year and discuss changes. I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. I can suggest solutions to different points of view as to how a locality can be improved.</p>	<p>I ask, "Which PHYSICAL features does this place have?" I ask, "Which HUMAN features does this place have?" I give reasons for why some of those features are where they are. I describe different points of view on an environmental issue affecting a locality.*** I find out about places and the features in those places by either going to that place to observe or by looking at information sources. I use my writing skills to communicate what I know. I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc). I use my ICT skills to help me find out information and present what I have found out.</p> <p>I use the terms PHYSICAL and HUMAN accurately and can describe these features. I am building up a list of geography words (see 'recommended geography words list'). I make detailed sketches of the features of a location. I devise questionnaires to find out local opinions on an issue. I look at maps of areas I am studying and identify features. I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g.:05,15), a scale (e.g. 1 square =1KM), a compass rose indicating North and some standard Ordnance Survey symbols. I use the contents and index pages of an Atlas to find places quickly. I have looked at how a map is a flat representation of a place on the globe. I have used a globe to explore the nature of our world and can point out the North and South poles. I use the internet to help find out about a location, including aerial photographs (e.g. Google Earth). I can plan a route using 8 points of the compass. I can describe a place using information I have found out using my geography words well. I compare places that I have studied using the physical and human features for my comparisons. I give some reasons for the similarities and differences between places, using geographical language. When I describe where a place is I use the 8 points of the compass to describe its position. When I describe where a place is, I use country, region and names of towns, cities, and rivers. I know where the British Isles are and can name The United Kingdom (England, Scotland, Wales & Northern Ireland), and The Republic of Ireland. I can name and locate the capital cities London, Dublin, Edinburgh, Cardiff and Belfast. I can name and identify the Cambrian Mountains, the Grampian Mountains, the Lake District, and the Pennines. I can name and identify the three longest rivers in the UK (Severn, Thames, Trent). I can name and identify the seas around the United Kingdom (The English Channel, the Irish Sea and the North Sea). I can name the significant places and features of a location I am studying (and of my country of birth). I can name and locate France (Paris), Germany (Berlin) Italy (Rome), and Spain (Madrid). I can name and locate the largest mountain range in Europe (The Alps).</p> <p>I can identify the parts of a river and understand how land use is different along the river's course. (Source, meander, mouth) and areas around (flood plains). *OR I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves). * I can explain the process of erosion and deposition (at either the coast or in a river).* I know how erosion, deposition and flooding can affect people.* I can identify how a place where people live (settlement) has changed over time and give some reasons for this, giving precise observations or research as evidence for this.** I use both physical and human factors in my explanation. ** I can compare places where people live and give reasons for the differences. **</p> <p>I keep a class weather chart throughout the school year and discuss weather around the world. *** I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. *** I can summarise an environmental issue either in the local area or an area I am studying. *** I can suggest solutions to different points of view as to how a locality can be improved. *** I know how I can contribute to a reduction in climate change. ***</p>	<p>I ask, "Which PHYSICAL and HUMAN features does this place have?" I give reasons why some of those features are where they are. I ask, "What may this place be like in the future?" I collect statistics about people and places / present them in the most appropriate ways. I map land use of a location with given criteria. (e.g. leisure, shopping, residential etc). I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons. I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at. I choose the most appropriate writing skills to communicate what I know. I choose the most appropriate maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc). I use the terms PHYSICAL and HUMAN accurately and can describe these features. I am confidently using geographical words (see 'recommended geography words list'). I make detailed field sketches of the features of a location, labelling them with appropriate geographical words. My field sketches show layouts, patterns or movement (as appropriate). I make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way. (Including use of ICT). I look at and make detailed maps of areas I am studying. I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g. :05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols. I use the contents and index pages of an Atlas to find places quickly, and use my knowledge of the 7 continents to help me locate places in the contents. I use aerial photographs to match features on a map to the photograph. I use aerial photographs to help describe a location in more detail. I identify buildings and land use by using aerial photographs. I use the internet to help find out about a location (e.g. Google Earth). I can describe a place using information I have found out using my geographical words well. I compare and contrast places that I have studied using the physical and human features for my comparisons, and my knowledge of continents, countries, climate, temperature, and economy. I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries. When I describe where a place is I use the 8 points of the compass to describe its position. When I describe where a place is, I use continent, country, region and names of towns, cities, and rivers. When I describe places, I do so in terms of its economic development as well as other features. I can name and locate all places and features learned previously and: I can name and locate the River Rhine (longest river in Europe). I can name the two largest seas around Europe (the Mediterranean Sea, the North Sea). I can name the significant places and features of a location I am studying (and of my country of birth). I can name and locate the continents (Africa, Asia, Europe, North America, South America, Antarctica) I can name the largest cities in each continent (Lagos, Tokyo, Paris, New York, Sydney, and Sao Paulo). I can name the six countries with the highest populations (Brazil, China, India, Indonesia, Russia, and USA). I keep a class weather chart throughout the school year and discuss changes, relating this to news and opinions about climate change. I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. I can summarise an environmental issue , its possible causes, and solutions either in the local area or an area I am studying. I can suggest more than one solution as to how a locality can be improved. I know how I can contribute to a reduction in climate change.</p>

Year 4 – Geography

Water and its effects on landscapes i.e. islands (coasts), rainforests (rivers); How settlements differ and change and an issue arising from changing land use i.e. rainforests

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational knowledge

- 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
[e.g. rivers, islands, rainforests, Romans]

Place knowledge

- 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
[e.g. rainforests, rivers, islands]

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts [e.g. rainforests], rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

Year 4 – Geography Skills

Emerging (Level 2)	Developing (Level 3)	Consolidating (Level 4)
<p>I ask what is this place like? What and who will I see in this place? Why are these people here and what are they doing? I tell others' the things I like and dislike about a place and give clear reasons that I write in clear sentences. I use words, pictures, bar charts, Venn diagrams, pictograms, and tables to help me describe places.</p> <p>I describe places using geography words such as natural and built (and also see 3a-3e below). I look at places and draw features I like or dislike, sorting them into groups. I take digital photographs of a locality and use them back in the classroom to help describe a place, adding geography words. I can mark on a map of the British Isles, where I live and any other locations I know about. I can mark on a map of the world, The British Isles, my country of birth (if different) and any other locations I have discussed in class. I can mark on a map of the local area, the location of the school and any other features I know about. I use books, stories, and other information to find out about places and I keep this in an organised way. I can make a map of the things I see in the place I am visiting or finding out about. My maps are labelled with geography words I have learned (and may include teacher drawn NWSE compass rose). My maps have grid references (A1, B1 etc). My maps contain a key with symbols or colours to help identify features. I can say what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc) and use this to decide whether a place is a city, town, village, coastal or rural area. I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods, coastline. I can say where somewhere is using words such as the city or town name, and the region (or continent for studies further afield). I can say why places have become as they are (lots of shops bring lots of people/ farmland is quiet because people don't have much need to go there). I can say how a place is changing (e.g. new houses being built, getting busier as it becomes more popular, in decline as people move elsewhere, not as popular as it once was for leisure activities). I can say how a place is like another place. (This is a busy/built up/ farming/ seaside/countryside place, just like... This is a quiet place but ...is a busy noisy place). I know that paths, roads, air, and sea link places to others. I also know some of the reasons places are linked: holidays, leisure, work, food, and people moving to another country/place. I can name and identify the equator and the tropics.</p> <p>These programmes of study are covered in 3a-e above. I keep a class weather chart throughout the school year and discuss changes. I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. I can suggest solutions to different points of view as to how a locality can be improved.</p>	<p>I ask, "Which PHYSICAL features does this place have?" I ask, "Which HUMAN features does this place have?" I give reasons for why some of those features are where they are. I describe different points of view on an environmental issue affecting a locality.*** I find out about places and the features in those places by either going to that place to observe or by looking at information sources. I use my writing skills to communicate what I know. I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc). I use my ICT skills to help me find out information and present what I have found out.</p> <p>I use the terms PHYSICAL and HUMAN accurately and can describe these features. I am building up a list of geography words (see 'recommended geography words list'). I make detailed sketches of the features of a location. I devise questionnaires to find out local opinions on an issue. I look at maps of areas I am studying and identify features. I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g.:05,15), a scale (e.g. 1 square =1KM), a compass rose indicating North and some standard Ordnance Survey symbols. I use the contents and index pages of an Atlas to find places quickly. I have looked at how a map is a flat representation of a place on the globe. I have used a globe to explore the nature of our world and can point out the North and South poles. I use the internet to help find out about a location, including aerial photographs (e.g. Google Earth). I can plan a route using 8 points of the compass. I can describe a place using information I have found out using my geography words well. I compare places that I have studied using the physical and human features for my comparisons. I give some reasons for the similarities and differences between places, using geographical language. When I describe where a place is I use the 8 points of the compass to describe its position. When I describe where a place is, I use country, region and names of towns, cities, and rivers. I know where the British Isles are and can name The United Kingdom (England, Scotland, Wales & Northern Ireland), and The Republic of Ireland. I can name and locate the capital cities London, Dublin, Edinburgh, Cardiff and Belfast. I can name and identify the Cambrian Mountains, the Grampian Mountains, the Lake District, and the Pennines. I can name and identify the three longest rivers in the UK (Severn, Thames, Trent). I can name and identify the seas around the United Kingdom (The English Channel, the Irish Sea and the North Sea). I can name the significant places and features of a location I am studying (and of my country of birth). I can name and locate France (Paris), Germany (Berlin) Italy (Rome), and Spain (Madrid). I can name and locate the largest mountain range in Europe (The Alps).</p> <p>I can identify the parts of a river and understand how land use is different along the river's course. (Source, meander, mouth) and areas around (flood plains). *OR I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves). * I can explain the process of erosion and deposition (at either the coast or in a river).* I know how erosion, deposition and flooding can affect people.* I can identify how a place where people live (settlement) has changed over time and give some reasons for this, giving precise observations or research as evidence for this.** I use both physical and human factors in my explanation. ** I can compare places where people live and give reasons for the differences. **</p> <p>I keep a class weather chart throughout the school year and discuss weather around the world. *** I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. *** I can summarise an environmental issue either in the local area or an area I am studying. *** I can suggest solutions to different points of view as to how a locality can be improved. *** I know how I can contribute to a reduction in climate change. ***</p>	<p>I ask, "Which PHYSICAL and HUMAN features does this place have?" I give reasons why some of those features are where they are. I ask, "What may this place be like in the future?" I collect statistics about people and places / present them in the most appropriate ways. I map land use of a location with given criteria. (e.g. leisure, shopping, residential etc). I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons. I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at. I choose the most appropriate writing skills to communicate what I know. I choose the most appropriate maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc). I use the terms PHYSICAL and HUMAN accurately and can describe these features. I am confidently using geographical words (see 'recommended geography words list'). I make detailed field sketches of the features of a location, labelling them with appropriate geographical words. My field sketches show layouts, patterns or movement (as appropriate). I make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way. (Including use of ICT). I look at and make detailed maps of areas I am studying. I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g. :05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols. I use the contents and index pages of an Atlas to find places quickly, and use my knowledge of the 7 continents to help me locate places in the contents. I use aerial photographs to match features on a map to the photograph. I use aerial photographs to help describe a location in more detail. I identify buildings and land use by using aerial photographs. I use the internet to help find out about a location (e.g. Google Earth). I can describe a place using information I have found out using my geographical words well. I compare and contrast places that I have studied using the physical and human features for my comparisons, and my knowledge of continents, countries, climate, temperature, and economy. I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries. When I describe where a place is I use the 8 points of the compass to describe its position. When I describe where a place is, I use continent, country, region and names of towns, cities, and rivers. When I describe places, I do so in terms of its economic development as well as other features. I can name and locate all places and features learned previously and: I can name and locate the River Rhine (longest river in Europe). I can name the two largest seas around Europe (the Mediterranean Sea, the North Sea). I can name the significant places and features of a location I am studying (and of my country of birth). I can name and locate the continents (Africa, Asia, Europe, North America, South America, Antarctica) I can name the largest cities in each continent (Lagos, Tokyo, Paris, New York, Sydney, and Sao Paulo). I can name the six countries with the highest populations (Brazil, China, India, Indonesia, Russia, and USA). I keep a class weather chart throughout the school year and discuss changes, relating this to news and opinions about climate change. I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. I can summarise an environmental issue, its possible causes, and solutions either in the local area or an area I am studying. I can suggest more than one solution as to how a locality can be improved. I know how I can contribute to a reduction in climate change.</p>

Year 5 – Geography

A locality in a less economically diverse country i.e. India; A locality in the U.K. i.e. Combe Down

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational knowledge

- 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

[e.g. Victorians]

- 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)

[e.g. India]

Place knowledge

- 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

[e.g. Mayans and Aztecs]

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts [e.g. India], rivers, mountains, volcanoes and earthquakes, and the water cycle [e.g. Science]
- human geography, including: types of settlement and land use, economic activity including trade links [e.g. Victorians], and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

Year 5 – Geography Skills

Emerging (Level 3)

I ask, "Which PHYSICAL features does this place have?"
 I ask, "Which HUMAN features does this place have?"
 I give reasons for why some of those features are where they are.
 I describe different points of view on an environmental issue affecting a locality.***
 I find out about places and the features in those places by either going to that place to observe or by looking at information sources.
 I use my writing skills to communicate what I know.
 I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc).
 I use my ICT skills to help me find out information and present what I have found out.

I use the terms PHYSICAL and HUMAN accurately and can describe these features.
 I am building up a list of geography words (see 'recommended geography words list').
 I make detailed sketches of the features of a location.
 I devise questionnaires to find out local opinions on an issue.
 I look at maps of areas I am studying and identify features.
 I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g.:05,15), a scale (e.g. 1 square =1KM), a compass rose indicating North and some standard Ordnance Survey symbols.
 I use the contents and index pages of an Atlas to find places quickly.
 I have looked at how a map is a flat representation of a place on the globe. I have used a globe to explore the nature of our world and can point out the North and South poles.
 I use the internet to help find out about a location, including aerial photographs (e.g. Google Earth).
 I can plan a route using 8 points of the compass.
 I can describe a place using information I have found out using my geography words well.
 I compare places that I have studied using the physical and human features for my comparisons.
 I give some reasons for the similarities and differences between places, using geographical language.
 When I describe where a place is I use the 8 points of the compass to describe its position.
 When I describe where a place is, I use country, region and names of towns, cities, and rivers.
 I know where the British Isles are and can name The United Kingdom (England, Scotland, Wales & Northern Ireland), and The Republic of Ireland.
 I can name and locate the capital cities London, Dublin, Edinburgh, Cardiff and Belfast.
 I can name and identify the Cambrian Mountains, the Grampian Mountains, the Lake District, and the Pennines.
 I can name and identify the three longest rivers in the UK (Severn, Thames, Trent).
 I can name and identify the seas around the United Kingdom (The English Channel, the Irish Sea and the North Sea).
 I can name the significant places and features of a location I am studying (and of my country of birth).
 I can name and locate France (Paris), Germany (Berlin) Italy (Rome), and Spain (Madrid).
 I can name and locate the largest mountain range in Europe (The Alps).

I can identify the parts of a river and understand how land use is different along the river's course. (Source, meander, mouth) and areas around (flood plains). *OR
 I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves). *
 I can explain the process of erosion and deposition (at either the coast or in a river).*
 I know how erosion, deposition and flooding can affect people.*
 I can identify how a place where people live (settlement) has changed over time and give some reasons for this, giving precise observations or research as evidence for this.**
 I use both physical and human factors in my explanation. **
 I can compare places where people live and give reasons for the differences. **

I keep a class weather chart throughout the school year and discuss weather around the world. ***
 I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. ***
 I can summarise an environmental issue either in the local area or an area I am studying. ***
 I can suggest solutions to different points of view as to how a locality can be improved. ***
 I know how I can contribute to a reduction in climate change. ***

Developing (Level 4)

I ask, "Which PHYSICAL and HUMAN features does this place have?"
 I give reasons why some of those features are where they are.
 I ask, "What may this place be like in the future?"
 I collect statistics about people and places / present them in the most appropriate ways.
 I map land use of a location with given criteria. (e.g. leisure, shopping, residential etc).
 I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons.
 I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.
 I choose the most appropriate writing skills to communicate what I know.
 I choose the most appropriate maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc).
 I use the terms PHYSICAL and HUMAN accurately and can describe these features.
 I am confidently using geographical words (see 'recommended geography words list').
 I make detailed field sketches of the features of a location, labelling them with appropriate geographical words.
 My field sketches show layouts, patterns or movement (as appropriate).
 I make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way. (Including use of ICT).
 I look at and make detailed maps of areas I am studying.
 I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g. :05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols.
 I use the contents and index pages of an Atlas to find places quickly, and use my knowledge of the 7 continents to help me locate places in the contents.
 I use aerial photographs to match features on a map to the photograph.
 I use aerial photographs to help describe a location in more detail.
 I identify buildings and land use by using aerial photographs.
 I use the internet to help find out about a location (e.g. Google Earth).
 I can describe a place using information I have found out using my geographical words well.

I compare and contrast places that I have studied using the physical and human features for my comparisons, and my knowledge of continents, countries, climate, temperature, and economy.
 I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries.
 When I describe where a place is I use the 8 points of the compass to describe its position.
 When I describe where a place is, I use continent, country, region and names of towns, cities, and rivers.
 When I describe places, I do so in terms of its economic development as well as other features.
 I can name and locate all places and features learned previously and:
 I can name and locate the River Rhine (longest river in Europe).
 I can name the two largest seas around Europe (the Mediterranean Sea, the North Sea).
 I can name the significant places and features of a location I am studying (and of my country of birth).
 I can name and locate the continents (Africa, Asia, Europe, North America, South America, Antarctica)
 I can name the largest cities in each continent (Lagos, Tokyo, Paris, New York, Sydney, and Sao Paulo).
 I can name the six countries with the highest populations (Brazil, China, India, Indonesia, Russia, and USA).
 I keep a class weather chart throughout the school year and discuss changes, relating this to news and opinions about climate change.
 I collect temperature and rainfall information and keep this on a class record sheet throughout the school year.
 I can summarise an environmental issue , its possible causes, and solutions either in the local area or an area I am studying.
 I can suggest more than one solution as to how a locality can be improved.
 I know how I can contribute to a reduction in climate change.

Consolidating (Level 5)

I ask, "Which PHYSICAL and HUMAN features does this place have?" I give reasons for those features using geographical language.
 I ask, "What may this place be like in the future?" and describe the possibilities, giving reasons that I back up with my evidence.
 I collect statistics about people and places and present them in the most appropriate ways.
 I map land use of a location and devise my own criteria. (e.g. leisure, shopping, residential etc).
 I summarise different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons.***
 I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.
 I understand how the physical features of a location can affect the human activity and can give examples of this (e.g. leisure and tourism in a hot country, cities near rivers etc).
 I am confidently using geographical words (see 'recommended geography words list').
 I make detailed field sketches and combine these with digital images of the features of a location, labelling them with appropriate geography words.
 My field sketches and digital images/data show layouts, patterns or movement (as appropriate).
 I make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way. (Including use of ICT)
 I look at and make detailed maps of areas I am studying, including any patterns that are apparent using appropriate colour coding to show these patterns.
 I draw maps and plans of localities I have studied that include keys, four figure grid references and I can use these four figure references to find 6 figure references. (e.g.: 221,151), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols.
 I use the contents and index pages of an Atlas with confidence and speed.
 I use aerial photographs to identify patterns (such as 'ribbon development', industry around rivers, ports etc).
 I use the internet to help find out about a location (e.g. Google Earth).
 I use knowledge of time zones to work out journey times around the world.
 I can describe a place using information I have found out using my geographical words well.
 I compare and contrast places that I have studied using the physical and human features for my comparisons, and my knowledge of continents, countries, climate, temperature, and economy.
 I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries.
 When I describe where a place is I use the 8 points of the compass to describe its position.
 When I describe where a place is, I use continent, country, region and names of towns, cities, and rivers.
 When I describe places, I do so in terms of economic development as well as other features.
 I can name and locate all places and features learned previously and:
 The three largest mountain ranges in the world: The Andes, the Himalayas and the Rocky Mountains.
 I can name and identify the three longest rivers in the world: The River Nile, the Amazon and the Mississippi.
 I can name and identify the largest desert in the world, The Sahara.
 I can name and identify the oceans: The Arctic, Atlantic, Indian and Pacific.
 I can name and locate the two canals linking seas or oceans: The Panama and the Suez Canals.
 I can identify the parts of a river (source, meander, mouth) and areas around (flood plains). *OR
 I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves). *
 I can explain the process of erosion and deposition (at either the coast or in a river).*
 I know how erosion, deposition and flooding can affect people.*
 I can describe a place in terms of how economically developed it is.
 I can identify how a place where people live (settlement) has changed over time and give some reasons for this, using both physical and human factors in my explanation. **
 name and locate the two canals linking seas or oceans: The Panama and the Suez Canals.

Year 6 – Geography – *An environmental issue i.e. The Future.*

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational knowledge

- 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

[e.g. mountain survival]

- 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)

[e.g. mountains]

Place knowledge

- 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

[e.g. mountains, earthquakes, volcanos]

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes [e.g. mountain survival], and the water cycle
- 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 [e.g. The environment]

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

Year 6 – Geography Skills

Emerging (Level 3)

I ask, "Which PHYSICAL features does this place have?"
 I ask, "Which HUMAN features does this place have?"
 I give reasons for why some of those features are where they are.
 I describe different points of view on an environmental issue affecting a locality.***
 I find out about places and the features in those places by either going to that place to observe or by looking at information sources.
 I use my writing skills to communicate what I know.
 I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc).
 I use my ICT skills to help me find out information and present what I have found out.

I use the terms PHYSICAL and HUMAN accurately and can describe these features.
 I am building up a list of geography words (see 'recommended geography words list').
 I make detailed sketches of the features of a location.
 I devise questionnaires to find out local opinions on an issue.
 I look at maps of areas I am studying and identify features.
 I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g.:05,15), a scale (e.g. 1 square =1KM), a compass rose indicating North and some standard Ordnance Survey symbols.
 I use the contents and index pages of an Atlas to find places quickly.
 I have looked at how a map is a flat representation of a place on the globe. I have used a globe to explore the nature of our world and can point out the North and South poles.
 I use the internet to help find out about a location, including aerial photographs (e.g. Google Earth).
 I can plan a route using 8 points of the compass.
 I can describe a place using information I have found out using my geography words well.
 I compare places that I have studied using the physical and human features for my comparisons.
 I give some reasons for the similarities and differences between places, using geographical language.
 When I describe where a place is I use the 8 points of the compass to describe its position.
 When I describe where a place is, I use country, region and names of towns, cities, and rivers.
 I know where the British Isles are and can name The United Kingdom (England, Scotland, Wales & Northern Ireland), and The Republic of Ireland.
 I can name and locate the capital cities London, Dublin, Edinburgh, Cardiff and Belfast.
 I can name and identify the Cambrian Mountains, the Grampian Mountains, the Lake District, and the Pennines.
 I can name and identify the three longest rivers in the UK (Severn, Thames, Trent).
 I can name and identify the seas around the United Kingdom (The English Channel, the Irish Sea and the North Sea).
 I can name the significant places and features of a location I am studying (and of my country of birth).
 I can name and locate France (Paris), Germany (Berlin) Italy (Rome), and Spain (Madrid).
 I can name and locate the largest mountain range in Europe (The Alps).

I can identify the parts of a river and understand how land use is different along the river's course. (Source, meander, mouth) and areas around (flood plains). *OR
 I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves). *
 I can explain the process of erosion and deposition (at either the coast or in a river).*
 I know how erosion, deposition and flooding can affect people.*
 I can identify how a place where people live (settlement) has changed over time and give some reasons for this, giving precise observations or research as evidence for this.**
 I use both physical and human factors in my explanation. **
 I can compare places where people live and give reasons for the differences. **

I keep a class weather chart throughout the school year and discuss weather around the world. ***
 I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. ***
 I can summarise an environmental issue either in the local area or an area I am studying. ***
 I can suggest solutions to different points of view as to how a locality can be improved. ***
 I know how I can contribute to a reduction in climate change. ***

Developing (Level 4)

I ask, "Which PHYSICAL and HUMAN features does this place have?"
 I give reasons why some of those features are where they are.
 I ask, "What may this place be like in the future?"
 I collect statistics about people and places / present them in the most appropriate ways.
 I map land use of a location with given criteria. (e.g. leisure, shopping, residential etc).
 I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons.
 I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.
 I choose the most appropriate writing skills to communicate what I know.
 I choose the most appropriate maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc).
 I use the terms PHYSICAL and HUMAN accurately and can describe these features.
 I am confidently using geographical words (see 'recommended geography words list').
 I make detailed field sketches of the features of a location, labelling them with appropriate geographical words.
 My field sketches show layouts, patterns or movement (as appropriate).
 I make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way. (Including use of ICT).
 I look at and make detailed maps of areas I am studying.
 I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g. :05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols.
 I use the contents and index pages of an Atlas to find places quickly, and use my knowledge of the 7 continents to help me locate places in the contents.
 I use aerial photographs to match features on a map to the photograph.
 I use aerial photographs to help describe a location in more detail.
 I identify buildings and land use by using aerial photographs.
 I use the internet to help find out about a location (e.g. Google Earth).
 I can describe a place using information I have found out using my geographical words well.

I compare and contrast places that I have studied using the physical and human features for my comparisons, and my knowledge of continents, countries, climate, temperature, and economy.
 I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries.
 When I describe where a place is I use the 8 points of the compass to describe its position.
 When I describe where a place is, I use continent, country, region and names of towns, cities, and rivers.
 When I describe places, I do so in terms of its economic development as well as other features.
 I can name and locate all places and features learned previously and:
 I can name and locate the River Rhine (longest river in Europe).
 I can name the two largest seas around Europe (the Mediterranean Sea, the North Sea).
 I can name the significant places and features of a location I am studying (and of my country of birth).
 I can name and locate the continents (Africa, Asia, Europe, North America, South America, Antarctica)
 I can name the largest cities in each continent (Lagos, Tokyo, Paris, New York, Sydney, and Sao Paulo).
 I can name the six countries with the highest populations (Brazil, China, India, Indonesia, Russia, and USA).
 I keep a class weather chart throughout the school year and discuss changes, relating this to news and opinions about climate change.
 I collect temperature and rainfall information and keep this on a class record sheet throughout the school year.
 I can summarise an environmental issue , its possible causes, and solutions either in the local area or an area I am studying.
 I can suggest more than one solution as to how a locality can be improved.
 I know how I can contribute to a reduction in climate change.

Consolidating (Level 5)

I ask, "Which PHYSICAL and HUMAN features does this place have?" I give reasons for those features using geographical language.
 I ask, "What may this place be like in the future?" and describe the possibilities, giving reasons that I back up with my evidence.
 I collect statistics about people and places and present them in the most appropriate ways.
 I map land use of a location and devise my own criteria. (e.g. leisure, shopping, residential etc).
 I summarise different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons.***
 I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.
 I understand how the physical features of a location can affect the human activity and can give examples of this (e.g. leisure and tourism in a hot country, cities near rivers etc).
 I am confidently using geographical words (see 'recommended geography words list').
 I make detailed field sketches and combine these with digital images of the features of a location, labelling them with appropriate geography words.
 My field sketches and digital images/data show layouts, patterns or movement (as appropriate).
 I make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way. (Including use of ICT)
 I look at and make detailed maps of areas I am studying, including any patterns that are apparent using appropriate colour coding to show these patterns.
 I draw maps and plans of localities I have studied that include keys, four figure grid references and I can use these four figure references to find 6 figure references. (e.g.: 221,151), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols.
 I use the contents and index pages of an Atlas with confidence and speed.
 I use aerial photographs to identify patterns (such as 'ribbon development', industry around rivers, ports etc).
 I use the internet to help find out about a location (e.g. Google Earth).
 I use knowledge of time zones to work out journey times around the world.
 I can describe a place using information I have found out using my geographical words well.
 I compare and contrast places that I have studied using the physical and human features for my comparisons, and my knowledge of continents, countries, climate, temperature, and economy.
 I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries.
 When I describe where a place is I use the 8 points of the compass to describe its position.
 When I describe where a place is, I use continent, country, region and names of towns, cities, and rivers.
 When I describe places, I do so in terms of economic development as well as other features.
 I can name and locate all places and features learned previously and:
 The three largest mountain ranges in the world: The Andes, the Himalayas and the Rocky Mountains.
 I can name and identify the three longest rivers in the world: The River Nile, the Amazon and the Mississippi.
 I can name and identify the largest desert in the world, The Sahara.
 I can name and identify the oceans: The Arctic, Atlantic, Indian and Pacific.
 I can name and locate the two canals linking seas or oceans: The Panama and the Suez Canals.
 I can identify the parts of a river (source, meander, mouth) and areas around (flood plains). *OR
 I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves). *
 I can explain the process of erosion and deposition (at either the coast or in a river).*
 I know how erosion, deposition and flooding can affect people.*
 I can describe a place in terms of how economically developed it is.
 I can identify how a place where people live (settlement) has changed over time and give some reasons for this, using both physical and human factors in my explanation. **
 name and locate the two canals linking seas or oceans: The Panama and the Suez Canals.