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| **Geographical Enquiry**  |
| EYFS |  |
| Year 1 | Can they say what they like about their locality?​Can they sort things they like and don’t like?​Can they answer some questions using different resources, such as books, the internet and atlases?​Can they think of a few relevant questions to ask about a locality?​Can they answer questions about the weather?​Can they keep a weather chart? |
| Year 2  | Can they label a diagram or photograph using some geographical words?​Can they find out about a locality by using different sources of evidence?​Can they find out about a locality by asking some relevant questions to someone else?​Can they say what they like and don’t like about their locality and another locality like the seaside? |
| Year 3  | Do they use correct geographical words to describe a place and the events that happen there?​Can they identify key features of a locality by using a map?​Can they begin to use 4 figure grid references?​Can they accurately plot NSEW on a map?​Can they use some basic OS map symbols?​Can they make accurate measurement of distances within 100Km? |
| Year 4  | Can they carry out a survey to discover features of cities and villages?​Can they find the same place on a globe and in an atlas?​Can they label the same features on an aerial photograph as on a map?​Can they plan a journey to a place in England?​Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? |
| Year 5  | Can they collect information about a place and use it in a report?​Can they map land use?​Can they find possible answers to their own geographical questions?​Can they make detailed sketches and plans; improving their accuracy later?​Can they plan a journey to a place in another part of the world, taking account of distance and time? |
| Year 6  | Can they confidently explain scale and use maps with a range of scales?​Can they choose the best way to collect information needed and decide the most appropriate units of measure?​Can they make careful measurements and use the data?​Can they use OS maps to answer questions?​Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? |

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| **Physical Geography** |
| EYFS |  |
| Year 1 | Can they tell someone their address?​Can they explain the main features of a hot and cold place?​Can they describe a locality using words and pictures?​Can they explain how the weather changes with each season?​Can they name key features associated with a town or village, e.g. ‘church’, ‘farm’, ‘shop’, ‘house’? |
| Year 2  | Can they describe some physical features of their own locality?​Can they explain what makes a locality special?​Can they describe some places which are not near the school?​Can they describe a place outside Europe using geographical words?​Can they describe some of the features associated with an island?​Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? |
| Year 3  | Can they use maps and atlases appropriately by using contents and indexes?​Can they describe how volcanoes are created?​Can they describe how earthquakes are created?​Can they confidently describe physical features in a locality?​Can they locate the Mediterranean and explain why it is a popular holiday destination?​Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? |
| Year 4  | Can they describe the main features of a well-known city?​Can they describe the main features of a village?​Can they describe the main physical differences between cities and villages?​Can they use appropriate symbols to represent different physical features on a map? |
| Year 5  | Can they explain why many cities of the world are situated by rivers?​Can they explain how a location fits into its wider geographical location; with reference to physical features?​Can they explain how the water cycle works?​Can they explain why water is such a valuable commodity? |
| Year 6  | Can they give extended descriptions of the physical features of different places around the world?​Can they describe how some places are similar and others are different in relation to their human features?​Can they accurately use a 4 figure grid reference?​Can they create sketch maps when carrying out a field study? |

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| **Human Geography** |
| EYFS |  |
| Year 1 | Can they begin to explain why they would wear different clothes at different times of the year?​Can they tell something about the people who live in hot and cold places?​Can they explain what they might wear if they lived in a very hot or a very cold place? |
| Year 2  | Can they describe some human features of their own locality, such as the jobs people do?​Can they explain how the jobs people do may be different in different parts of the world?​Do they think that people ever spoil the area? How?​Do they think that people try to make the area better? How?​Can they explain what facilities a town or village might need? |
| Year 3  | Can they describe how volcanoes have an impact on people’s lives?​Can they confidently describe human features in a locality?​Can they explain why a locality has certain human features?​Can they explain why a place is like it is?​Can they explain how the lives of people living in the Mediterranean would be different from their own?​ |
| Year 4  | Can they explain why people are attracted to live in cities?​Can they explain why people may choose to live in a village rather than a city?​Can they explain how a locality has changed over time with reference to human features?​Can they find different views about an environmental issue? What is their view?​Can they suggest different ways that a locality could be changed and improved? |
| Year 5  | Can they explain why people are attracted to live by rivers?​Can they explain how a location fits into its wider geographical location; with reference to human and economical features?​Can they explain what a place might be like in the future, taking account of issues impacting on human features? |
| Year 6  | Can they give an extended description of the human features of different places around the world?​Can they map land use with their own criteria?​Can they describe how some places are similar and others are different in relation to their physical features? |

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| **Geographical Knowledge** |
| EYFS |  |
| Year 1 | Can they identify the four countries making up the United Kingdom?​Can they name some of the main towns and cities in the United Kingdom?​Can they point out where the equator, north pole and south pole are on a globe or atlas? |
| Year 2  | Can they name the continents of the world and find them in an atlas?​Can they name the world’s oceans and find them in an atlas?​Can they name the major cities of England, Wales, Scotland and Ireland?​Can they find where they live on a map of the UK? |
| Year 3  | Can they name a number of countries in the Northern Hemisphere?​Can they locate and name some of the world’s most famous volcanoes?​Can they name and locate some well-known European countries?​Can they name and locate the capital cities of neighbouring European countries? ​Are they aware of different weather in different parts of the world, especially Europe? |
| Year 4  | Can they locate the Tropic of Cancer and the Tropic of Capricorn?​Do they know the difference between the British Isles, Great Britain and UK?​Do they know the countries that make up the European Union?​Can they name up to six cities in the UK and locate them on a map?​Can they locate and name some of the main islands that surround the UK?​Can they name the areas of origin of the main ethnic groups in the UK & in their school? |
| Year 5  | Can they name and locate many of the world’s major rivers on maps?​Can they name and locate many of the world’s most famous mountain regions on maps? ​Can they locate the USA and Canada on a world map and atlas?​Can they locate and name the main countries in South America on a world map and atlas? |
| Year 6  | Can they recognise key symbols used on ordnance survey maps?​Can they name the largest desert in the world?​Can they identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antarctic circles?​Can they explain how the time zones work? |