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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? |